

## **DIDACTIC PRINCIPLES OF IMPROVING THE LEADER'S PROFESSIONAL PREPAREDNESS IN ORGANIZING MANAGEMENT**

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### **Abstract**

This article examines the theoretical foundations, objectives, methodological, general didactic, and psychological bases for improving professional preparedness in management activities, as well as the development of a mechanism for management activity. It addresses the specific characteristics of a modern leader's professional development and growth, the practical application of skills and competencies during their activity, and the assurance and implementation of guarantees of competitiveness and quality in the conditions of the contemporary labor market.

**Keywords:** Management, thinking, activity, effectiveness, improvement, mechanism, professional preparedness, leader, content, form, method, tool, knowledge, skill, competence, labor market, innovative process, assimilation, technology.

In particular, changes in the field of management and the achievement of high effectiveness depend on their alignment with global educational requirements and the extent to which they are applied in practice. This situation ensures quality and effectiveness in management through positive innovations in education, manifesting itself on the basis of an innovative-integrative approach.

Improving professional preparedness in management activities involves a propensity toward globalization and the advancement of new demands and criteria for students' professional preparedness in the modern business environment. The issue of professional motivation primarily emerges in the process of modernizing the educational and social transformations occurring in contemporary society. The evidence presented encourages the modern leader toward professional development and growth, the practical realization of skills and competencies in their activity, and serves as a guarantee of competitiveness in the complex conditions of the modern labor market.

The professional competencies involved in improving professional preparedness in management activities are manifested in the following:

- In the complex of professional knowledge, skills, and competencies necessary for fulfilling tasks in professional activity and resolving typical (standard) problematic situations;
- In the state of technical assignments within the sphere of professional activity that allows one to affirm the subject's possession of experience;

- In a developed system of personal qualities that determine the leader's success in management activity.

Emphasis is placed on developing a new didactic system that reflects the expression of the modern leader's management activity. Such a didactic system requires the professional competencies for improving professional preparedness in management activities, the process of qualified practical training, higher professional education students, and the further perfection of corresponding disciplines and the teaching process. The necessity of introducing corrections to the didactic system of higher education becomes particularly evident during the improvement of professional preparedness in management activities.

As is well known, professional preparedness constitutes a specific complex of knowledge, skills, and competencies that yield effectiveness in performing tasks within a given sphere of activity. In certain sources, professional preparedness is defined as the process of teaching the skills necessary for performing a specific job or group of tasks. Improving professional preparedness, in turn, provides the opportunity to acquire new and additional knowledge in one's primary and related profession or specialization. Professional preparedness does not manifest spontaneously, of course. It is a process realized through study and learning, collective and individual inquiry, the assimilation of experiences, additional acquisition of knowledge, and self-education.

The effective improvement of professional activity that meets the contemporary demands of scientific and technical progress, as well as the achievement of high results across all forms of the educational process, constitutes a necessary condition for ensuring stability in labor relations and the satisfaction of needs. In this regard, the development of professional preparedness acquires particular importance through the leader's self-awareness, the cultivation of creative abilities, and the assurance of constitutional human rights to education. Professional development can only proceed when a leader possesses professional preparedness. For professional development represents the process of deepening professional knowledge and skills, the successful completion of which enables the performance of more complex tasks within a given profession or specialization. The issue of the interrelation involved in improving a leader's professional preparedness acquires a professionally oriented character. The success of a leader in management activity manifests itself in connection with the innovative technologies of a didactic system for applying such tasks in daily practice.

In the present context, efforts to elevate all spheres of societal and state life to a new stage and to consistently implement reforms continue. Regardless of the sector or branch, improving the leader's professional preparedness is considered paramount. This constitutes a flow of rapid transformations and indicates the necessity of studying and analyzing issues related to the formation of management skills in order to achieve effective outcomes in the current era. Consequently, in composing the professional and personal qualities characteristic of modern

leaders, there arises the need to integrate the individual's traits and virtues, experience, existing knowledge, skills, competencies, and abilities. After all, the ultimate objective consists in forming a holistic, integrated, and internally coordinated leadership personality.

Such abilities and competencies can be developed solely through specialized educational measures. In this connection, advancing scientific research in the field of management and the training of leadership cadres today stands as a critically important issue awaiting resolution. Concrete measures oriented toward results in this domain pose urgent tasks particularly for the sciences of pedagogy and psychology. For instance, the selection of worthy candidates for leadership positions across various management spheres and the fair assessment of their management potential and capabilities have always remained topical issues.

The development of identified abilities and personal potential is no less significant in its pedagogical and psychological importance. In composing the professional and personal qualities characteristic of modern leaders, there emerges the necessity to integrate the individual's traits and virtues, experience, existing knowledge and competencies, and abilities. After all, the ultimate objective consists in forming a holistic, integrated, and internally coordinated leadership personality.

Thus, if leadership activity in our society is properly planned, numerous problems facing our state and people will find resolution, and there is no doubt that our homeland will prosper and our lives will become more abundant. However, to speak frankly, it has been noted that leadership activity and its outcomes in our society are not yet at the required level. Naturally, this has various objective and subjective factors. One of the subjective factors is that the consciousness and worldview of a portion of society members are not yet prepared for management activity.

Furthermore, in the conditions of globalization, a modern leader is required to master methods for adopting effective management decisions, adopt a systematic approach to resolving problems in their sphere of activity, conduct critical analysis, elevate ongoing efforts across all sectors to a qualitatively new stage, enhance the effectiveness of existing systems, and focus attention on raising the state management system to the level of contemporary demands, proceeding from the requirements of today and tomorrow.

In summary, assuming leadership over a collective is a highly responsible process. The collective comprises the majority. Accordingly, their opinions, worldviews, spirituality, characters, and psychological states are diverse. A leader must necessarily monitor their varied actions—both positive and negative—so that no matter remains beyond their attention. If a leader becomes preoccupied solely with management tasks and their own personality, remaining indifferent to observing the subordinates, then it becomes necessary to part ways with such a leader. Ignorance of the behaviors of members within one's institution leads to the

fragmentation of the collective into several factions. Such a leader causes harm both to the state and to the collective.

In management activity, linking subject-specific knowledge with the teaching process on the basis of professional competencies for improving professional preparedness, and enriching it with fundamental concepts—such as continuity, discreteness, the universality of form and content, abstraction and concreteness—can be achieved. The factor of structural universality in academic disciplines serves as an objective foundation for forming a comprehensive curriculum. Comparing the primary types of knowledge within the structure of an academic discipline reveals their specific formal universality.

The diversity in the essence of professional competencies for improving professional preparedness in management activity serves as a basis for identifying the universality of subject-specific knowledge. The factor of social need implies the improvement of professional preparedness in management activity. Skills in adaptation, selecting the fundamental and system-forming elements of the teaching process, and integrating the needs and interests of society and the individual are considered essential in improving professional preparedness in management activity.

The concept of personality occupies a central place in psychology, with the primary psychological interpretations revolving around the theme of personality. Various definitions of personality exist, but the following appears most appropriate in fully reflecting these concepts: personality is a subject, a human being, capable of transforming the external world through their knowledge, emotions, and attitudes. Notably, this definition enumerates three aspects characteristic of personality: cognition, emotion, and attitude. The traits falling into these three groups are unified toward a single goal—namely, transforming the external world in accordance with human needs.

Understanding and managing human behavior in production conditions requires possessing certain knowledge about the nature of personality. As an individual in an organization enters into relationships with others, they participate in the activities of various social groups. In this regard, there arises the necessity to analyze the psychological laws characteristic of the groups and collectives to which the personality belongs, along with reflections on the leader's personality and the traits essential and necessary for their successful management activity.

Furthermore, in a progressive society, perfecting spiritual-enlightenment mechanisms in developing leadership professional activity requires that cadres distinguish themselves by their spirituality, self-sacrifice, faith and conviction, patriotism, and exceptional abilities. Only an inquisitive, entrepreneurial, capable, and devoted leader can adapt to the environment of innovative changes in society. Aligning the development of management qualities in leadership cadres with national values and contemporary demands constitutes one of the primary requirements of the present day.

The positive content of socio-psychological characteristics inherent in leaders in management activity represents a victory not only for the leader but for society as a whole. Leaders must possess spirituality, culture, mastery, capability, firm resilience, and perfected volitional qualities—this is the demand of the current era. In general, knowledge of the classification and characteristics of management decisions, and their utilization, enables the formulation of tasks facing leaders.

Regardless of the sphere in which a leader operates, they exhibit specific and similar behaviors when addressing particular problems. It follows that, to understand the reasons for the decline in the effectiveness of leadership activity, the leader must have observed the process of forming management decisions. Several approaches exist for distinguishing the stages in developing management decisions.

A significant socio-psychological characteristic of young leaders is that, first and foremost, the leader must possess a level of satisfaction with their own personality, life, and activity. Such a degree of socio-psychological satisfaction serves as the foundation for adopting decisions in a highly elevated mood and optimistic spirit, as well as for forming a healthy environment within the collective.

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