

# THE SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF AN EDUCATION MANAGER IN A HIGHER MILITARY EDUCATIONAL INSTITUTION

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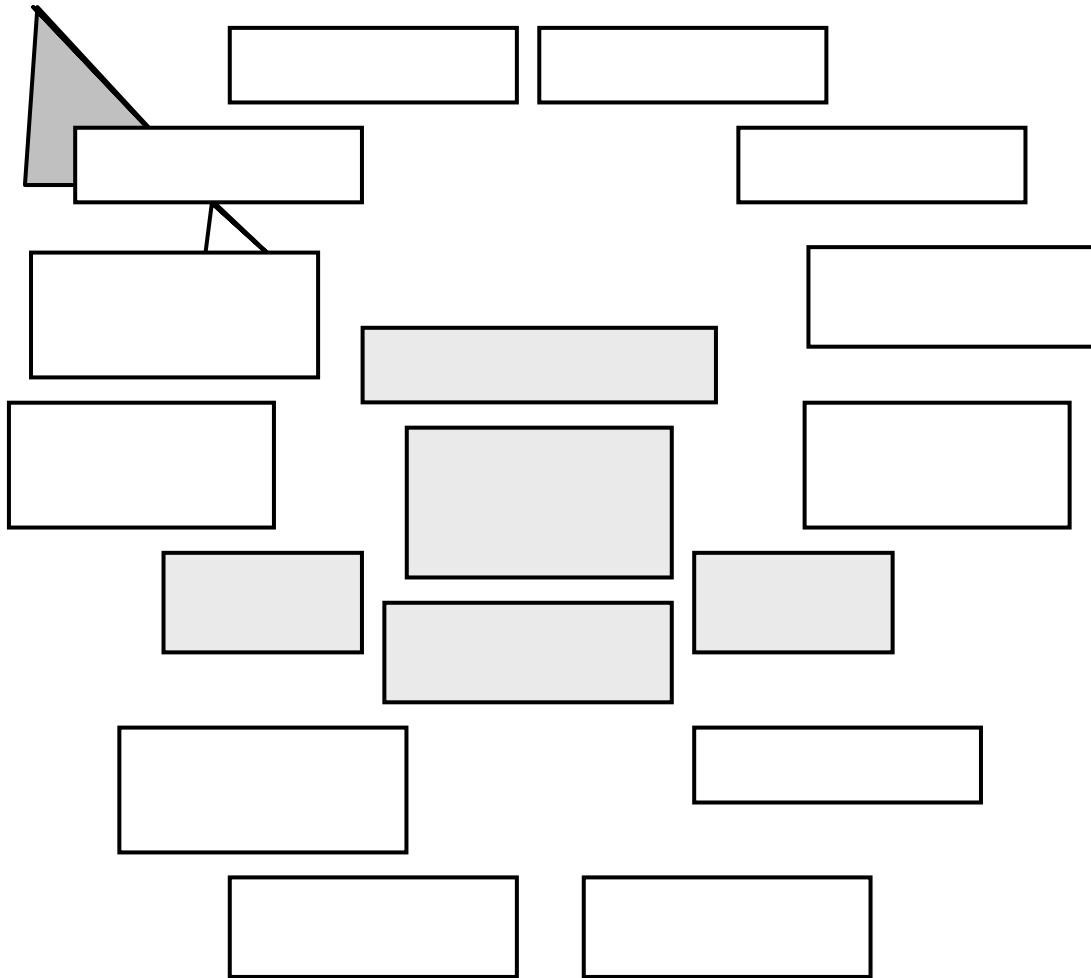
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**Abstract:** the article is about the main directions of accounting socio-psychological characteristics of the manager of education in the process of optimizing management activities. The identifying these directions will help for more efficient activity of manager.

**Key words:** manager of education, military, effective activity, property.

Experimental work has shown that the formulation of the problem of optimizing the managerial activity of the manager of education is an urgent need of the time. Summarizing the obtained results, we can conclude that the following main problems were the subject of updating and further study: consideration of theoretical and methodological approaches to improve the socio-psychological training of managers of education; humanization of managerial interaction of education managers in real practice; vocational and acmeological training of managers of education on reflexive-psychological bases in the framework of continuing education; ethno-psychological training of education managers; search for the most optimal forms and methods of socio-psychological training of education managers. Thus, the study on the issues we have chosen is promising, inexhaustible, multifaceted.

Conducting experimental work allowed us to outline the main directions for taking into account the socio-psychological characteristics of management in optimizing the managerial activity of the education manager (Fig. 1).



**Fig. 1. Directions for taking into account the socio-psychological properties of the personal profile of the manager of education in optimizing his managerial activities**

As can be seen from the figure, the effectiveness of the managerial activities of the manager is achieved, first of all, through the use of a course socio-psychological preparation. It is course training that must meet the modern requirements of management activities of managers. From the point of view of social psychology, on the basis of management practice analysis, it is possible to identify general principles that should be implemented on course training: psychological substantiation of the system of socio-psychological training and the formation of management personnel, which is considered in conjunction with economic, technological, informational, socio-cultural and other areas; coursework

focuses on the general laws of development of the educational system and the individual characteristics of a specialist;

- methodological and socio-psychological assistance in the design and modeling of the management path in the management system; tracing the general principles and individual programs of continuing education for the personality of a particular manager of education; availability of feedback; learning in activities, developing learning; accounting training elements of professional deformation, regressive management development; special socio-psychological training of methodologists of institutes of retraining and advanced training.

These principles are fundamental in optimizing the process of psychological education in the course preparation of managers of education and can be realized through the use of such psychological means as: creating a system of the latest training courses, programs, aids for the socio-psychological preparation of education managers; the use of active forms and training methods for the formation of the personal profile of the education manager, his communicative potential; concretization of the content, selection and justification of the most appropriate organizational forms and socio-psychological conditions of preparation.

The real practice of working in groups with managers of education in advanced training courses showed that students learn not all the knowledge, but only those that do not contradict the value orientations of the personal structure, become the property of their motivational need sphere. An indicator of the successful mastery of knowledge and skills of managers, the determinant of communicative development is the transfer of external influences into internal regulators of behavior, signs of which are: a psychological attitude toward achieving success in management activities; focus on performance; high level of need for communication; satisfaction with management interaction at various hierarchical levels; correction and development of an individual leadership style, etc.

Important indicators of the effectiveness of the managerial activity of the manager of education are not a quantitative indicator of certain communicative

knowledge, skills, or qualities, but the convictions formed on their basis, of significant properties and abilities. However, our study revealed a number of gaps in the course preparation of managers (low managerial performance in the control and experimental groups before the experiment and in the control after the experiment). This fact confirms that the use in the course preparation of the traditional approach to the presentation of knowledge and the mastery of education by managers of skills at the present stage of development of the education system is relatively little effective. The volume of knowledge and worldview of managers is determined by the socio-psychological and moral-psychological situation in the country, and orient them towards the formation of the individual's ideas about modern processes of interaction between representatives of different ethnic groups, the impact of mass information processes on the consciousness of the younger person, the use of managerial communication resources.

In general, the study made it possible to outline the main directions for taking into account the socio-psychological characteristics of management in optimizing the managerial activity of the education manager in combination of the theoretical and methodological part with applied socio-psychological research.

Further study of the problem of management activities of education managers we see in the use of the communicative capabilities of the management reserve and active social and psychological training in this direction.

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