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**MODEL OF FORMATION OF DISCUSSIONAL COMPETENCE OF MANAGERS
IN THE FIELD OF EDUCATION**

The article substantiates the need for and developed a model for the formation of discursive competence of managers in the field of education. Models of formation of discursive competence are not only critically important for the development of education managers themselves, but also have far-reaching consequences for the healthy functioning and continuous improvement of the education system as a whole. Recommendations have been developed to increase the level of formation of the discursive competence of education managers in the management process.

The article reveals the following key aspects: the importance of developing communication skills in the modern conditions of education reform; the role of a manager in educational institutions as a communicator who must effectively interact with various stakeholders (teachers, students, parents, authorities, the public); challenges related to managing communication processes in the educational environment, including conflict resolution and public speaking; the concept of "discursive competence" and its components; basic scientific approaches to the formation of discursive competence (linguistic, psychological, sociocultural); the relationship between discursive competence and the professional activity of an educational manager.

An overview of the model of formation of discursive competence in management (both generally accepted and specific to the field of education) and the components of the model of formation of discursive competence of educational managers are presented, namely: cognitive component (knowledge of discourse, management communicative strategies); speech component (practical skills of oral and written communication); psychological component (emotional intelligence, conflict management); sociocultural component (ability to adapt communication to different social and cultural conditions), strategic component (planning and adaptation of communication processes depending on the situation).

The methods of formation of managers' discursive competence are presented: the use of interactive learning methods (role-playing games, negotiation simulations, simulation of conflict situations); use of digital technologies for the development of communication skills (webinars, online platforms); implementation of communication development trainings in educational programs for managers of educational institutions.

Key words: model, discursive competence, criteria and indicators.

Statement of the problem. At the current stage of research on discourse problems, there is still no unity and systematicity in practical and methodical recommendations for the

formation of discursive competence in the conditions of training managers. In the modern education system, managers play a key role in creating an effective communication environment that affects the quality of management of educational processes. However, insufficient attention is paid to the development of their discursive competence - the ability to interact professionally and effectively in various communicative contexts. This manifests itself in difficulties during negotiations, resolving conflict situations, preparing and conducting public speeches, etc. Thus, the question arises of developing a model that will contribute to the formation of the discursive competence of managers in education, which will increase the effectiveness of their professional activities.

We consider the main aspects of the problem to be:

- lack of a systematic approach to the formation of managers' discursive competence;
- insufficiency of special educational programs and trainings aimed at developing communication skills of managers;
- the need to integrate discursive competence into the professional training of managers in the field of education.

This approach will make it possible to more clearly define the key problem areas that must be solved for the effective management of communications in educational organizations.

Analysis of recent research and publications. The research was based on the works of specialists in discourse, issues of communicative competence and discursive competence N. Bershadska [1], M. Horobchenko [4], E. Kucheryava [9], O. Nikinita [11], O. Osova [12], E. Khachatryan [14], O. Shton [15], I. Brusa [16], D. Janina [17], M. Mirzoeva [18], N. Oskina [19] and others.

Scientists N. Bibik [2], V. Bobrytska [3], V. Zhelanova [6], V. Kalinin [7], I. Kirichok [8], V. Lugovy [10], N. Delicatna [5], L. Petrychenko [13] and others.

In Ukraine, the problem of forming the discursive competence of managers in the field of education is quite new, but it is already attracting the attention of researchers. Among the Ukrainian scientists who studied the development of communicative and management competences, in particular in the educational environment, several key scientists can be singled out: I. Zymomria researches the issue of professional communication and discursive competence in management. Her works relate to the development of communicative competences in the educational process and in management. The scientific activity of T. Yatsenko is aimed at studying the development of communication skills of managers, as well as at the formation of professional competence in the field of education. O.E. Plahotnik studies issues of management of educational institutions and communicative aspects of managers' work, including at the level of development of managers' training programs. Semenog O. is engaged in researching the problems of professional communicative culture in the field of education, develops methods for developing communicative competence of future specialists.

These researchers emphasize the importance of integrating discursive competence into the training programs of educational managers. They also emphasize the role of interpersonal communication and public discourse in the management of educational institutions.

The purpose of the study is to develop a scientifically based model of the formation of the discursive competence of managers in the field of education, which will contribute to increasing the efficiency of their professional activities by developing communication skills necessary for successful interaction in the educational environment, conflict resolution, negotiation and management decision-making. This goal involves the analysis of modern approaches to the formation of discursive competence, the identification of key components of an effective communicative process in the management of educational institutions, and the development of practical recommendations for the implementation of this knowledge in the professional training of managers.

We make the assumption that the use of a cognitive-pragmatic approach as the main pedagogical approach, taking into account the specifics of the educational environment and future professional activity, relying on the component structure of discursive competence, taking into account the directions of training with a focus on identifying and creating content in professional communication, identification of the criteria for the formation of skills by a complex of methods will allow to propose the structure of a new pedagogical model of the formation of the discursive competence of managers in the field of education, which corresponds to educational, social and state orders, and also satisfies the individual needs of managers in the field of education.

Presentation of the main research material. O. Kucheryava included a complex of certain knowledge and skills in the structure of discursive competence of higher education students, including:

- knowledge of linguistics regarding the organization of discourse at the macro level (text construction schemes taking into account extralinguistic parameters) and micro level (knowledge of the semantic and syntactic organization of various types of discourse);
- extralinguistic knowledge about types of situations, context and other elements of discourse structuring; the ability to distinguish linguistic and extralinguistic parameters of discourse, establish and understand the interrelationships of language means with extralinguistic communicative aspects;
- selection of discourse types; recognition and use of key markers of various discourses; the ability to perceive and construct complete discourses according to the extralinguistic parameters of the situation and the peculiarities of their semantic-pragmatic and grammatical construction [9, p. 8].

N. Bershadska considers the following components of the discursive competence of students of higher education in language specialties [1, p. 6]:

- strategic component, which is characterized by the ability to realize one's communicative intention and plan a communicative event);
- the tactical component, which reflects the ability to analyze the communicative situation, to select adequate and optimal means and methods for the implementation of the communicative goal;
- the genre component, which involves the ability to organize discourse taking into account the canons of a certain genre, which is selected to realize the subject's communicative goal in a given extralinguistic plane;
- the text component, which includes the ability to organize a sequence of sentences as a single statement.

In accordance with the structure of the discourse, taking into account the ideas of N. Bershadska [1], O. Kucheryava [9], O. Osova [12], E. Khachatryan [14], we identified the following components of the discursive competence of future education managers:

- cognitive,
- behavioral,
- reflexive,
- subjective.

Table 1

Criteria and indicators of formation of discursive competence of future managers in the field of education

Criteria	Indicators	Methods
Cognitive	- decision-making skills; - problem solving, strategic planning, communication and coordination, training and adaptation; - management of emotional intelligence.	- observation; - oral presentations and written statements;

		<ul style="list-style-type: none"> - communication in social networks and the Internet; - comprehensive assessments.
Behavioral	<ul style="list-style-type: none"> - language proficiency at a professional level; - the ability to distinguish linguistic and extralinguistic parameters of discourse; - the ability to clearly and concisely express one's thoughts; - the ability to use classical language registers taking into account the situation of communicative interaction; - the ability to establish an appropriate relationship between linguistic means and extralinguistic aspects of the communicative situation; - the ability to choose discourse according to the communication situation; - the ability to recognize and use the main markers of various discourses; - effective contact with colleagues, teachers, students and parents, representatives of the public; - interpretation of the communication situation and the ability to draw correct conclusions; - the ability to conduct negotiations convincingly, expressively, with arguments; - the ability to construct and perceive integral discourses in accordance with the extralinguistic parameters of the situation and the specifics of their semantic-pragmatic and grammatical organization; - the ability to listen and understand the interlocutor's position; - the ability to manage conflict situations through constructive dialogue; - the ability to effectively manage subordinates and delegate tasks; - the ability to develop and implement communication strategies in educational institutions; - the ability to plan and organize measures to increase the discursive competence of the staff; - ability to understand and respect cultural differences between communicators; - the ability to create an inclusive environment for all participants in the educational process; 	<ul style="list-style-type: none"> - dialogue; - role play; - observation of communication skills; - method of comprehensive assessments.

	- the ability to support the development of intercultural dialogue in the process of communication.	
Reflective	- self-assessment of identifying problems; - continuous training and improvement of professional level; - impartiality; - action orientation.	- observation; - dialogue; - analysis of project experience; - method of comprehensive assessments
Subjective	- interest in the chosen profession of a manager; - openness and flexibility in communication; - value-meaningful attitude of managers to communication and discursive activity; - the ability to change one's own attitudes, stereotypes, ways of thinking, points of view.	- observation; - analysis of imagination and creativity; - method of comprehensive assessments.

In our opinion, the model of formation of discursive competence of managers in the field of education should include several key components that ensure the development of effective communication in management processes. We present the proposal of such a model, which is based on a systemic approach to the formation of discursive competence.

1. Components of the model:

The cognitive component includes knowledge of the basics of communication, styles and genres of professional discourse, communicative strategies, as well as features of communication in the educational environment (with teachers, students, parents, authorities, etc.). This includes theoretical training in the basics of linguistics, psychology of communication, intercultural communication and ethics.

The speech component is the development of practical skills of effective oral and written communication. This includes:

- ability to express thoughts clearly and comprehensibly;
- the use of various rhetorical techniques and language strategies in management discourse;
- skills of public speaking, negotiations, conflict resolution and communication in formal and informal situations.

Psychological component – ability to understand emotions and motives of communication participants, empathy, emotional intelligence. Managers must be able to maintain emotional stability, control their reactions and build effective strategies for interacting with different types of personalities.

The sociocultural component is the ability to take into account the sociocultural characteristics of interlocutors, which is especially important in a multicultural environment. A manager must be able to adapt communication according to different social contexts and cultural standards.

The strategic component is the ability to plan and regulate the communication process depending on the goals of management activity, the use of different communication styles and techniques depending on the situation and needs of the educational institution.

2. Stages of formation of discursive competence:

Diagnostics of the initial level of competence includes assessment of the manager's level of knowledge and communication skills (using tests, questionnaires, assessment of practical tasks).

Training and development of knowledge involves the inclusion of theoretical courses on the basics of discursive competence, case analysis, and the study of examples of successful communication in educational programs.

Practical trainings include conducting trainings, role-playing games, simulations of negotiation processes, analysis of conflict situations and methods of their resolution. Practical tasks may include writing management documents, holding meetings, working with conflicts.

Reflection and self-assessment involves periodic self-assessment of one's own communication skills, analysis of successes and mistakes, working with feedback from colleagues and subordinates. This can be done through reflective journals, group discussions or coaching.

Adaptation and integration into professional activity involves constant use of acquired skills in real managerial activities, analysis and correction of communication strategy based on specific work situations. An important part of this stage is individual counseling and feedback from professional mentors or colleagues.

3. Means and methods of implementing the model:

- interactive learning methods: role-playing games, negotiation simulations, discussions, debates, case studies;
- simulation of management situations: simulation of real conflicts or negotiation processes in the field of education to prepare for real challenges;
- coaching and mentoring: work under the guidance of experienced managers who help to adapt theoretical knowledge to practical activities.
- online platforms for the development of communication skills: use of online courses and platforms for the development of professional communication (webinars, video courses, forums).

4. Expected results:

- increasing the effectiveness of communication between managers and participants of the educational process;
- improving the quality of management decisions due to clearer expression of goals, tasks and strategies;
- reducing the level of conflicts in educational institutions by developing the skills of constructive communication and problem solving;
- increasing the authority of the manager as a leader of the educational organization through the effective use of communication strategies.

In our opinion, the proposed model will allow a systematic approach to the development of the discursive competence of managers in the field of education, which will contribute to both the improvement of professional communication and the general increase in the quality of management of educational institutions.

Conclusions. Professional development and formation of future education managers through the creation of professional training models can improve the quality of decision-making by future education managers, promote effective communication, anticipate and respond to challenges, promote personal development, strengthen leadership and help improve the science and effectiveness of education management, bringing new perspectives and solutions in the field of education.

Therefore, discursive competence is a key component of professional training of educational managers, since effective communication is the basis of management processes in modern educational institutions. It includes the ability to reasonably express opinions, conduct a constructive dialogue, resolve conflict situations and make management decisions based on mutual understanding.

The model of formation of discursive competence should be based on a comprehensive approach, which includes the development of verbal and non-verbal communication skills, flexibility in the use of various speech strategies and adaptation to the specific context of educational interaction. Emotional intelligence and interpersonal

communication skills also play an important role. The development of the model requires taking into account the specifics of the educational environment and the challenges faced by managers. This involves the integration of active learning methods, such as communication trainings, role-playing games and modeling of management situations, which allows for practical consolidation of theoretical knowledge.

Formation of discursive competence should be an integral part of professional training and professional development of educational managers. This will contribute to increasing the efficiency of management activities, improving the quality of educational processes, and strengthening the authority of managers among the teaching staff and the public.

The practical implementation of the model will contribute to the development of managers' ability to resolve conflict situations, effectively manage teaching teams, and establish relationships with parents and other stakeholders in the educational process.

Further research can be aimed at empirically testing the effectiveness of the proposed model in different types of educational institutions, as well as at developing recommendations for its adaptation to the conditions of distance learning or multicultural environments.

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МОДЕЛЬ ФОРМУВАННЯ ДИСКУРСИВНОЇ КОМПЕТЕНТНОСТІ МЕНЕДЖЕРІВ У СФЕРІ ОСВІТИ

У статті обґрунтовано необхідність та здійснено розробку моделі формування дискурсивної компетентності менеджерів у сфері освіти, що є важливим не лише для розвитку саме менеджерів освіти, а й мають далекосяжні наслідки для здорового функціонування та постійного вдосконалення системи освіти в цілому. Розроблено рекомендації щодо підвищення рівня формування дискурсивної компетентності менеджерів освіти у процесі управління.

У статті також розкрито такі ключові аспекти: важливість розвитку комунікативних навичок у сучасних умовах реформування освіти; роль менеджера

в освітніх установах як комунікатора, що має ефективно взаємодіяти з різними зацікавленими сторонами (учителями, учнями, батьками, владними структурами, громадськістю); виклики, пов'язані з управлінням комунікаційними процесами в освітньому середовищі, включаючи розв'язання конфліктів і проведення публічних виступів; поняття «дискурсивна компетентність» та її складові; основні наукові підходи до формування дискурсивної компетентності (лінгвістичний, психологічний, соціокультурний); взаємозв'язок між дискурсивною компетентністю та професійною діяльністю освітнього менеджера.

Представлено огляд моделі формування дискурсивної компетентності в управлінні (як загальноприйнятих, так і специфічних для сфери освіти) та компоненти моделі формування дискурсивної компетентності освітніх менеджерів, а саме: когнітивний компонент (знання про дискурс, управлінські комунікативні стратегії); мовленнєвий компонент (практичні навички усного та письмового спілкування); психологічний компонент (емоційний інтелект, управління конфліктами); соціокультурний компонент (вміння адаптувати комунікацію до різних соціальних та культурних умов), стратегічний компонент (планування та адаптація комунікативних процесів залежно від ситуації).

Представлено методи формування дискурсивної компетентності менеджерів: використання інтерактивних методів навчання (рольові ігри, симуляції переговорів, моделювання конфліктних ситуацій); використання цифрових технологій для розвитку комунікативних навичок (вебінари, онлайн-платформи); впровадження тренінгів з розвитку комунікації у навчальні програми для управлінців освітніх установ.

Ключові слова: модель, дискурсивна компетентність, критерії та показники.