

FORMATION OF MANAGEMENT COMPETENCIES ON THE BASIS OF THE DESIGNED PROJECT

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ABSTRACT

The article is devoted to the theoretical aspects of formation of administrative competence on the basis of the developed project. The study highlights the position of constructive cooperation between teachers and students.

Key words: A project, management competence, competence forming.

INTRODUCTION

Since the quality of management is recognized as one of the main problems of most organizations today, in the 21st century the emphasis on the results of the higher education system is aimed at developing and developing the managerial competencies of a future specialist, his life and professional self-realization, and the continuity and dynamism of the education process. Modern graduates have a significant role to play in the production, organizational and social development of society, in the practice of human resource management. This led to the need for studying the formation of managerial competencies in a university.

Material and methods. To solve the problems identified above, we have studied a set of pedagogical approaches:

- Contextual (which was considered in the works of N.A. Bakshaeva, A.A. Verbitsky, V.F. Tenishcheva, O.A. Shevchenko, etc.) involves the organization and conduct of business games in a foreign language imitating the student's future professional activity. It allows you to develop the theoretical and practical thinking of a future specialist; improve its social and

moral qualities; and also, opens up opportunities for mastering modeling methods; gives students a holistic view of upcoming professional activities.

- A systematic approach (in the development, which was attended by E.P. Komarova, A.N. Averyanov, S.I. Arkhangelsky, V.G. Afanasyev, I.V. Blauberg, M.S. Kagan, F.F. Korolev, V.P. Sadovsky, E.G. Yudin, and others) makes it possible to determine the structure of the model we are developing and to draw up a clear picture of the interaction of its individual parts. allows you to implement the process of forming managerial competencies based on a business game in the form of a single system.

- Competency-based approach (in a study known to V.I. . Khutorskoy, S.E. Shishov, etc.) involves the gradual restructuring of the educational paradigm from a simple transfer of knowledge to creating conditions for mastering a set of competencies. Such a restructuring contributes to the capacity building, ability of the graduate to survive and sustainable life in the modern multifaceted socio-political, market economic, information and communication space.

- A personality-oriented approach (in the development of which participated O.V. Artyushkin, V.A. Belikov, I.L. Bim, E.V. Bondarevskaya, L.V. Zankov, J. Richards, V.V. Serikov, G. .S. Sukhobskaya, T. Hutchinson and others) is to focus on the personality of the student, as a goal, subject. This approach is aimed at the student's value orientations, his motives for goals, interests, prospects.

- An active approach (among the researchers of which there are known: B. G. Ananyev, L. S. Vygotsky, A. N. Leontyev, P. Ya. Galperin, L. V. Zankov, V. V. Davydov, S. L. Rubinstein , V.D. Shadrikov D.B. Elkonin, N.F. Talyzina, I.A. Zimnyaya, I.I. Ilyasov, N.N. Nechaev, N.G. Salmira, etc.), is aimed at organizing intensive , gradually complicated educational work. It is through his own activity that the student comprehends science and culture, the methods of cognition and transformation of the world, forms and improves personal qualities. An active approach allows the learning process to be carried out in such a way that students become subjects of their own activity: they are aware and can determine the problem; had the skills of setting goals independently, studying the necessary issues; had their own skills in formulating tasks, solved them, put the acquired knowledge into practice.

Results and discussion. In the course of work on the topic under study, the feasibility of applying these approaches of the domestic professional school to solving the problem of forming managerial competence among university students was revealed.

Our studies have shown that for the formation of managerial competence of students in the modern conditions of the educational environment, a new effective model is required. Its use in the educational process should help the graduate, as a future leader, be able to take into account the social and psycho-physiological characteristics of the staff, conduct business responsibly and honestly, achieve high results and create powerful partnership networks by developing a complex system of interpersonal relationships.

In connection with the relevance of the identified problem, we presented a model for the formation of managerial competence of university students on the basis of the developed project. [2]

The project is aimed at individualizing training and includes a substantive unit - modules of the economic cycle, a process unit - the main stages of implementation, and a diagnostic unit - an assessment of the level of formation of managerial competencies.

There are several stages aimed at the formation of managerial competencies:

- 1) motivational design;
- 2) informational and organizational;
- 3) operational-activity;
- 4) evaluative-reflective.

Moreover, the role of the teacher at different stages of the project varies.

The motivational-designing stage is characterized by the organizational and regulatory role of the teacher, which consists in putting forward the ideas of the business game project or creating and maintaining conditions for their development among students, directing the work process, and also assisting in the initial structural planning.

At the information-research and operational-activity stages, the consultative and coordinating role of the teacher becomes the base. It is expressed in instructing students on certain issues, coordinating actions between group members and a possible remote partner in gaming activities. At the evaluatively reflective stage, the control and evaluative role of the teacher increases. This is due to the fact that he takes part in summarizing the work of all members of the group as an independent expert. It should be noted that students themselves perform a reflectively evaluative function.

Thus, an important feature of the project is the constructive cooperation of the teacher and group members in joint activities. It should be focused on the implementation of the planned work and involves reducing the dynamics of the managerial role of the teacher from maximum assistance to students in solving educational problems to the supported action, then to a gradual increase in student activity and self-education, to the emergence of partnerships with the teacher [3].

Among the most common positions of constructive cooperation, which can be attributed to the activities of the project, the following stand out:

1. Creation of conditions (choice of methods, forms of training, assessment tools) to show respect for the intellectual dignity of each student, the undoubted value of his position, personal approach to managerial problem solving, a specific vision of the situation in a business game, an individual way of thinking.

2. Designing the content of the educational process for the formation of managerial competencies based on a business game based on generalized concepts, system knowledge and integrative skills.

3. Stimulation of mental activity of students; increasing motivation, encouraging the manifestation of initiative, developing ideas, hypotheses and conjectures, organizing a meaningful dialogue and exchange of students' views on the progress of the business game (both front-line and in small groups).

4. Motivation for learning by connecting students to a business game through the search, research and solution of managerial problems that are associated with their future professional activities.

CONCLUSIONS

The formation of managerial competencies in a modern university with the help of the project allows you to connect students to the implementation of real activities as future specialists. The developed model is a powerful tool to increase efficiency and accelerate the development of managerial competencies, as well as communication skills in the native and foreign languages in the professional sphere. Under the guidance of a teacher, students learn to make informed decisions, developing the ability to conflict-free, mutually beneficial business cooperation. During this process, the necessary managerial competencies are successfully formed, which leads to the achievement of the goal of our study.

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