

FORMATION OF PROFESSIONAL COMPETENCE OF A SUCCESSFUL HEAD OF A PRESCHOOL INSTITUTION FOR MANAGEMENT ACTIVITY

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ABSTRACT

The concept of “competency” is disclosed in the article, the procedure for establishing the level of competence of the head of a preschool educational institution is described; a system of knowledge and skills of the head of a preschool educational institution has been submitted; a scale for determining the level of competence is proposed; technologies for assessing the activity of the head of a preschool educational institution are considered, the subjects of assessment are identified.

Keywords: Knowledge, skill, competence, head of a preschool educational institution, managerial activity, professional competence.

INTRODUCTION

The problems of increasing the professional competence of heads of preschool educational institutions are determined by the needs of society for highly qualified, competitive personnel, the provision of the managerial infrastructure of preschool institutions with the leaders of the new formation, the modern requirements for the readiness of students to carry out managerial activities and the insufficient theoretical and practical elaboration of this problem. The changes taking place in the system of modern education in Uzbekistan direct scientists and practitioners to search for new ways to modernize the educational process.

Material and methods. Considering scientific research, [2,4,5,6,7,8,9] it is clear that the problems of the theory and practice of teaching, the content of education and effective technologies, the formation of educational systems have taken leading positions in the management system of him process. Only effective, professionally justified, qualified management can ensure the successful implementation of the goals and objectives of the organization of education, training and upbringing.

The problem of professional competence in management has been developed in recent decades and is reflected in the work of psychologists G. Ball, S. Budnik, N. Veselovskaya, P. Halperin, P. Levshenko, S. Maksimenko and teachers V. Bondar, N. Kuzma and na, N. Levinets, A. Makarenko, Yu. Novgorodskaya et al. [8].

The term "competency" is today widely used where it comes to training and education. According to some scientists V.A. Kalney, S.E. Shishov et al. [10, p. 72, 80-84] competence is a general ability based on the knowledge, experience, values, inclinations acquired through training. Competence cannot be reduced to knowledge, skills, to be competent does not mean to be a scientist or educated.

Competence is a circle of issues in which someone is sufficiently knowledgeable, or in which the person has the authority, knowledge, experience, or ability to perform any task or do something [10].

In addition, they also distinguish competence and skills. Skill is an action in a specific situation. This is a manifestation of competence, or ability, a more general preparedness for action, or the ability to carry out actions in a specific situation. According to V.O.Kalney, S.E. Shishova, competence is said when it is in any situation; undetected competence is only potential, and it is no longer competence, but only a hidden opportunity [10]. The difficult problem is to determine the knowledge that ensured the formation of the necessary competence. Competence can be formed, developed, enriched, expanded or strengthened only based on the initial level.

Results and discussion. Competence - knowledge, awareness, authority in any, awareness, knowledge, authority [3].

Competence is a predetermined social norm for educational preparation of a student, a necessary condition for his high-quality productive activity in a certain field, that is, the result is socially fixed. The result of the acquisition of competence is competence, which, in contrast to competence, assumes a personal characteristic, attitude to the subject of activity. Competencies can be deduced as real requirements for students to assimilate the totality of knowledge, methods of activity, experience of relations in a certain field of knowledge, personality traits that operates in society [3].

In the methods of teaching individual subjects of competence, they have been used for a long time: linguodidactic competencies in languages, communication competences in computer science. In recent years, the concept of competence has emerged at the general didactic and methodological level. This is due to its systemic and practical functions and the integration role in education.

We consider the professional competence of the future head of a preschool educational institution for management activities.

The system of basic knowledge and skills of the leader necessary for effective management should be adequate to the structure and its activities. This problem was investigated by V. Bondar, V. Krichevsky, V. Maslov, A. Tonkonog [1,2,7]. The basis for the construction of the competency model was taken by the occupational program, functional tasks and associated with the issue of the content of training and professional development of a specialist. Defining the system of knowledge and skills of the head of a modern preschool educational institution, we proceed from the situation, G. Fedorov substantiated [9]. Considering the structure and content of the model of professional competence of the teacher, he depicted two subsystems of knowledge that are necessary for its construction: professional knowledge, its content; types and types of knowledge.

According to the author, knowledge is a selection of abstract conceptual elements, and a reflection of the dialectic of knowledge (from general to particular and vice versa), taking into account their place in the cognitive process, as well as the essential features of each type of knowledge [9; 14].

Professional requirements for the head Zoomaevli system of knowledge and skills necessary for effective management. Consider the subsystems:

- the first is managerial, psychological, pedagogical, socio-legal, financial and economic knowledge groups
- the second is an epistemological series: methodological, normative knowledge. Substantive, procedural (methods of activity) and managerial skills.

Knowledge groups are highlighted due to the fact that:

- the main activity of the head of a preschool educational institution is management, which requires perfect knowledge of management theory and practice
- the head of preschool educational institutions manages the social system, i.e. a certain association of people, therefore, must know the basics of general management psychology
- the object of managerial activity of the head of a preschool educational institution requires pedagogical knowledge and skills
- the head can only manage with knowledge of the social and legal field
- The head of the preschool educational institution ensures its functioning and development, having knowledge of management and the financial and economic mechanism.

From the point of view of the activity approach, knowledge can be divided into four groups forming the epistemological series:

- methodological: laws, laws, ideas, concepts
- regulatory: principles, rules, regulations, standards, instructions
- substantial (subject): categories, concepts, facts, phenomena, processes
- procedural (methods of activity): methods, methods, techniques, operations.

In this paradigm, knowledge is confined to the level of methodologies, that is, to knowledge of the method of activity that directly goes to professional skills. According to the target features, management skills can be grouped as follows: diagnostic prognostic, organizational and regulatory, control and corrective [5].

Diagnostic - prognostic skills associated with the collection, analysis, systematization of information, identifying problems, setting goals, developing strategic and tactical plans, action programs and algorithms for certain types of activities.

Organizational and regulatory skills are aimed at implementing plans, programs, managerial decisions, creating material and technical conditions, selecting and installing personnel, and coordinating the efforts of participants in the educational process.

Control and correcting skill is the ability to determine standards, norms, criteria and methods for assessing cases with the introduction of appropriate changes, additions, clarifications based on control data and recommendations for improving performance.

So, management skills are primarily ways of implementing managerial functions.

Grading scale. In a typical professionogram (competency model), an ideal leader is presented, so the rating scale of a real leader will be directed towards the "highest level".

The critical level is ineffective, characterized by an insufficient supply of professional knowledge, low development of professional skills of the leader, and insignificant results of activity.

Ordinary level - combines the positive and negative results of managerial activity, due to the low level of professional knowledge and skills of the head

A high level is the availability of knowledge necessary for managerial work, sustainable managerial skills and positive results.

The highest level is the reference one, which fully complies with modern requirements for the head of the kindergarten.

Assessment technology. To determine the level of professional competence of the head of a preschool educational institution, we suggest using the qualimetric approach that we borrowed from A.I. Marmaz [5]. Using this approach, we have the opportunity to quantify the qualitative indicators (table No. 2).

Assessment of the leader's knowledge, his managerial skills and performance is based on the following factors: professional knowledge - 1; management skills - 2; performance ~ 3.

First, each indicator is evaluated in points; the score in points is multiplied by the coefficient of the corresponding group of indicators. The results are summarized (table. No. 2). Then, on a scale, the qualification level of the head of the preschool educational institution is determined.

The maximum score for each of the indicators is determined as follows:

Professional knowledge: $(4 \times 1) \times 5 = 20$ points, management skills $(4 \times 2) \times 3 = 24$ performance: $(4 \times 3) \times 2 \sim 24$.

The maximum score that can be obtained for all indicators is 68 (20 + 24 + 24).

Distribution of scores on a rating scale:

I level - 34-44, II level - 45-55, III level - 56-62, IV level - 63-68.

Subjects of assessment. The determination of the level of qualification is carried out comprehensively: on the basis of assessments of the head himself, his deputies, colleagues, methodologists, employees of district (city) departments of education, certification commissions.

CONCLUSIONS

So, the proposed procedure for determining the level of professional competence of the head of a preschool educational institution can be used as an alternative to the existing ones, namely: for self-assessment of the leader's activities for self-improvement, the creation of individual development programs, to determine the level of qualification of the leader by other subjects, study the level of professionalism and direct it further improvement in the system of postgraduate education.

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