

IMPROVING THE MECHANISM OF THE SKILLS OF THE SCHOOL PRINCIPALS BASED ON THEIR NEEDS

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ABSTRACT

The article discusses ways to improve the form and content of professional development of state education managers based on the priority of the "educational needs" of school principals, an analysis of the advanced methods and techniques of continuing education of school principals and their application in the educational process. The issues of improving the system for evaluating school directors taking into account the needs based on the introduction of credit technologies and a differentiated certification system based on the level of competence in the learning process are also considered.

Keywords: Need, educational need, traditional and distance learning, the principle of supply and demand, manager, leadership qualities, variability.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Globally, education is recognized as a key factor in ensuring sustainable development, and in the international educational concept established by UNESCO until 2030 "to create opportunities for quality education throughout life"¹ defined as the main task.

It is important to study the experience of developed countries and apply it in practice in the improvement of professional development in our republic. Today, in all regions of the Republic there are institutions of professional development of the employees of public education. Andrology plays a major role in the activities of these institutions - the study of international experience, principles and methods in adult education, as well as the introduction into practice in the education of professional development.

In foreign qualifications, the training of employees of the educational sphere is mainly based on needs and is important with the organization of a differentiated position. Currently, there are several types of training that are differentiated in the practice of developed countries. They said: "primary education in the form of correspondence or distance education in the beginning of pedagogical activity for inexperienced teachers; primary education for experienced (usually with considerable experience in school) but unqualified teachers; additional pedagogical education for specialists with diplomas without pedagogical experience (in the form of internships in the school and additional courses); Further Continuing Education of qualified teachers with pedagogical knowledge and experience"² similar to.

¹ Incheon Declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (World Education Forum, 19-22 may 2015, Incheon, Republic of Korea).

² Yuldashev M.The A. Improving the quality management of education in improving the skills of public education personnel. PED. science. the dock. ... the DIS.- What?: 2016. - It's 61B.

It should be noted that in most foreign countries, the professional development of the leaders and employees of the education system is not organized by the state in a separate centralized state. In particular, the church, banks, publishing houses are also engaged in the organization of professional development of the leaders and employees of the education system in Germany. This indicates that the qualification system in this country has a public-state characterization³.

Also in Germany, no centralization, no planning is applied in the process of improving the skills of the heads of secondary schools. On the contrary, in this country, the need arises in the principals of secondary schools of professional development institutions, as they are called and entered into their activities. The training of Directors of secondary schools in Germany is organized on a need-based and individual basis. More coaching in the process (visual communication) coaching method is applied.

These analyzes show the need for a critical and creative approach to the issue of improving the qualifications of principals of secondary schools in the national education system of our country. Now, in the issue of improving the qualifications of principals of secondary schools in this need, the following:

- abdication of the center;
- attraction of private sector to higher education;
- reduction of the funds spent on improving qualifications (not on the balance sheet of the qualification institution) directly to the account number opened for the special direction of the secondary school;
- calculating the result of increasing the qualification mechanism solving tasks such as perfect development of the qualification and certification procedure is putting the agenda.

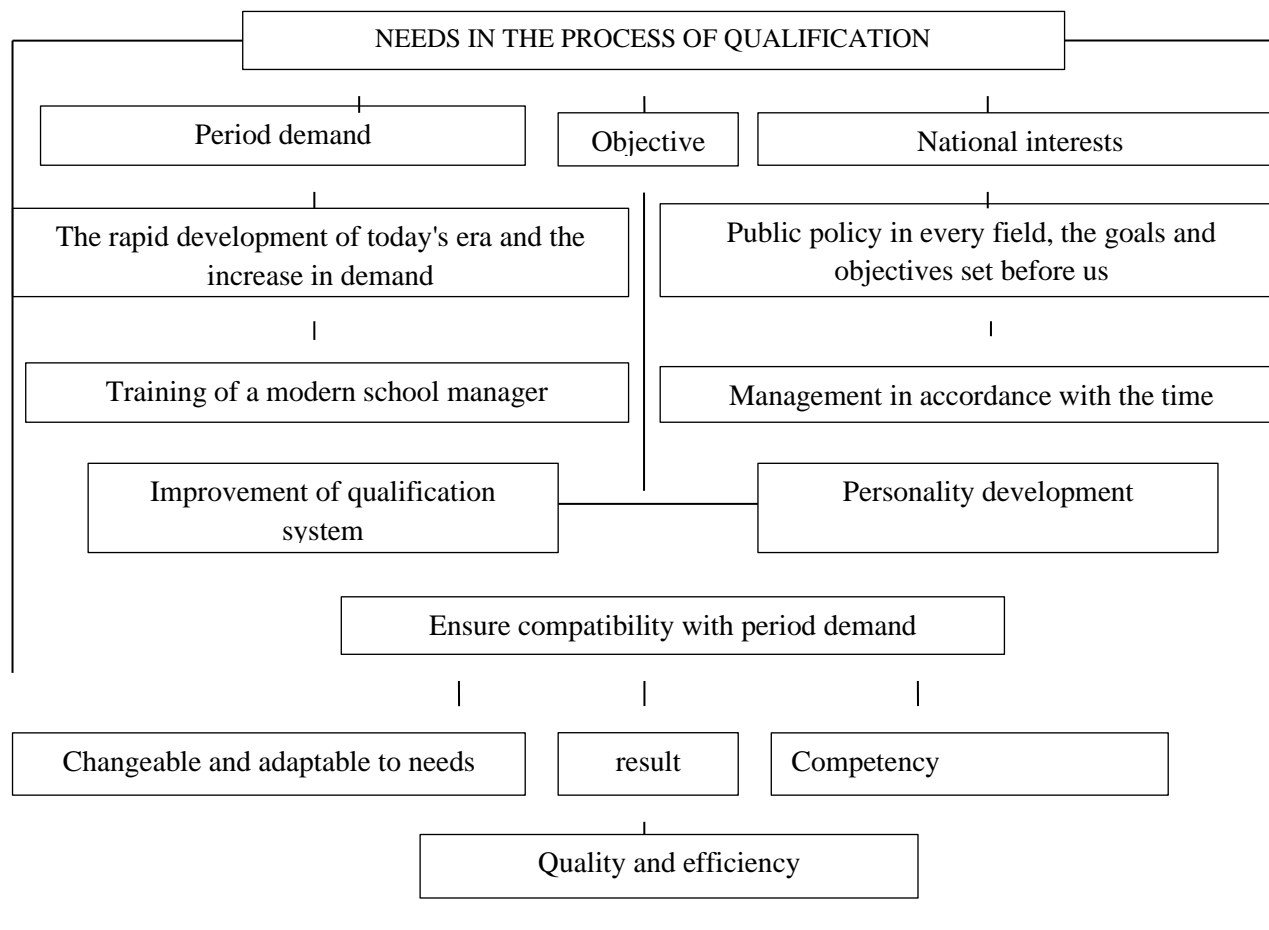
It should be noted that the plan, which is currently being maintained in the training of professional development, should be considered in accordance with the purpose of abandoning the method of coordination, including the need-based and the principles of supply and demand in this system. Therefore, without taking into account educational needs in the process of professional development, it is impossible to carry out targeted expenditure of official funds, saving time and labor resources, as well as increasing the efficiency of the process of professional development.

Analysis of the genesis of the concepts of direct needs and educational needs, as well as the approaches expressed in the pedagogical and other sciences on the content of these concepts, analysis of the views of scientists of the ancient West and East, today's foreign, CIS and our country, complementing and enriching the approaches in these views balan as well as the In our view, these identified differences can be attributed to the fact that researchers have studied the category of needs without different disciplines and aspects.

As a result of our analysis, the author's approach to the definition and analysis of the categories of need and educational need, according to him, "need is an important feature of life, a natural feature of every living thing, including while the internal source of human movement and existence "is the educational need, which is an integral part of human nature, which is" the identity of man (humanity, nation, religion, language, profession, etc.) and being (universe, nature) , society, etc.) is an internal aspiration to understand its essence. "

³ O Orlova. What? Stanovlenie I razvitie system povisheniya kvalifikasii uchiteley religii V Germanii (neither primere federalnoy zemli Severny Rhine-Westphalia) : diss. the G.the P.what? / A. What? Orlova. – Kursk, 2007; Lehrerberuf in Europa: profile, Tendenzen, An-liegen. Bericht I., Band 3. Brussels: Eurydice, 2002; Djemileva N. What? Sravnitelny analysis povisheniya kvalifikasii uchiteley za rubejom. - Yaroslavsky pedagogichesky Vestnik. – 2011. № 1-Full II.

In general, the need is two periods demand and our national interests. Today, not only the educational process of improving the qualification, but also the needs of our country in the field of Education arise precisely through the period demand and our national interests. This means that as the demand for the period changes, the needs also change, and our national interests, that is, public policy in every sphere, the goals and objectives set before us, are realized. Ensuring compatibility of this process with period demand leads to the achievement of quality and efficiency in the educational process (1- picture).



1- picture. Needs of school principals in the process of professional development

From the point of view of the purpose of our direct research, let us consider the question of determining the true level of management and professional competence of school principals. While this process is certainly a complex and very mobilizing task, it can only be accomplished with the help of normative documents developed within the framework of the law, the professional standard of the school principal and the institutes of professional development.

But how are in-service training needs identified? Shouldn't school principals have criteria to determine the true level of management and professional competence for this? That is, which dimension can be determined based on which criteria? It is natural to ask questions. Is it necessary to develop such criteria or is it? To answer these questions, it is first necessary to identify the criteria that determine the effectiveness of the school principal's management and to develop new ones based on the requirements of the time. To do this, it is necessary to have a good understanding of the current conditions of globalization and what criteria are set for the

modern leader in the era of accelerated exchange of information. For example, in today's modern school management process, the following:

- *the uncertainty of the current era, the diversity of ideologies,*
- *that democratic principles in the governance process are the priorities;*
- *it is necessary to take into account the fact that new ideas and technologies are entering the educational management process very quickly.*

Determining the need for school principals to improve their qualifications is the most basic task in the development of needs-based qualifications. Determining the need is a need for school principals to fill the gap(need) to be identified in relation to the regulatory requirements in their knowledge, skills and qualifications.

According to the results of our studies, the needs of school principals for qualification improvement are determined by two different methods. Including:

- subjective
- objective

Our study showed that the method of determining the object and subjective in determining the need of school principals for qualification improvement on the basis of specific indicators plays the same role, it is necessary to draw a general conclusion on the basis of generalization of the results of these two methods. Methods for determining the management and professional needs of school principals for professional development (1- graph).

Table 1: The need for school principals to improve their qualifications detection methods

Method of determining the need object	Method of determining the need subektiv
Tests developed based on the content of the modules necessary for the development of Fundamental skills (it is considered necessary to determine the exact indicators of this need)	The direction and the subject of the need are determined (for this purpose, the functional duties of the director, the subjects are proposed based on the content of 6 fundamental directions that the director should know in terms of state requirements for qualification improvement. Through this, it is possible to determine the need to learn knowledge in what direction and their attitude to professional development. For this, a confirmation questionnaire-questionnaire is developed.

Identifying the needs of school principals for qualification improvement has now made it possible to categorize them into categories. According to him, three categories of stratification (depending on the experience and work experience of the director) were proposed, depending on the needs of the school directors for qualification improvement. Partridge:

Category I-school principals with work experience and experience from 1 month to 3 years;

Category II-school directors with work experience and experience from 3 years to 10 years;

Category III-school directors with more than 10 years of work experience and experience.

This stratification makes it possible to ensure that the content of the courses to improve the qualification of school principals is based on the need, and to achieve the variability of the qualification materials.

It is also necessary to divide the content of the course into fundamental and developing skills, taking into account the school practice in the development of differentiated educational plans and programs of professional development. On the basis of fundamental skills, 6 training modules are offered, depending on the needs of the listener, depending on the primary and secondary needs, it is desirable to allocate more training hours to the modules with the primary 3 needs in the curriculum, the amount of credits is also determined accordingly.

Determining the effectiveness of the process of improving the qualification of the audience (based on fundamental and developing skills), it is desirable to score on the basis of credit technology, depending on the correct or incorrect answers, not evaluated in the order of passing or not passed the test. Credit scores, on the other hand, determine the order of fixing (2- picture)

2-picture. At the end of the process of professional development of the directors of the school, a differentiated certification procedure

We conclude from our analysis that, first of all, in the process of professional development, the most important task in achieving quality and efficiency is to achieve quality implementation of diagnostics of management and professional needs of school principals and continuous improvement of training content based on its results;

secondly, improving the qualifications of school principals improving the public

№	Certificate category	Керак бўладиган кредитлар миқдори	Take some time	Certificate of categories
1	LEVEL I	80 credits (80+)	3 years	Upon completion of the certificate validity period, the director will be involved in the qualification courses in accordance with the established procedure
2	LEVEL II	50 credits (50-79)	2 years	Upon completion of the validity period of the certificate, the director will receive a qualification from his account
3	LEVEL III	30 credits (30-50)	1 years	After 6 months, the director prepares again from his account to the courses of management, After 1 year, he is involved in professional development. If the result of the director does not change even in 2 - th times, the conclusion is drawn by the higher standing organizations.

requirements for the content and quality of Education based on the needs and the wide use of appropriate varativ reading materials will enable us to design school managers suitable for our periodical needs and national interests;

third, establishing the process of improving the qualifications of school directors based on needs, starting a new stage and results in the field of professional development in the education of Uzbekistan. That is, in this direction:

- There will be an opportunity to target public funds allocated for training;
- saves time and material resources;
- The loss of existing knowledge is prevented on the basis of the principle of supply and demand;
- The efficiency of the training process will increase.

The implementation of these tasks in the process of professional development on the basis of «chain reaction" also has a positive impact on the management of secondary schools and the educational process.

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