

ROLE OF ECONOMIC COMPETENCE IN THE FORMATION OF IMPORTANT PROFESSIONAL QUALITIES OF THE HEAD OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

Nigmatova Gulnora

Senior Lecturer, Institute for retraining and advanced training of preschool education personnel and manager
Tashkent, REPUBLIC OF UZBEKISTAN

ABSTRACT

The economic competence of the leaders of preschool educational organizations is becoming one of the leading criteria in assessing its adaptation to new life realities, one of the ways to solve the problem of increasing and achieving the given quality of teacher education, increasing the competitiveness and professional mobility of the leader in the labor market. A modern leader should be a qualified specialist, well knowing not only his activities, but also capable of versatile professional and socio-cultural activities, creative self-development.

Keywords: Education, competence, competence, economic competence, economic tasks, advanced training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The problems of increasing the professional competence of the leaders of preschool educational organizations are caused by the needs of society in highly qualified, competitive personnel, the provision of the administrative infrastructure of preschool institutions with the leaders of the new formation, the modern requirements for the readiness of the heads of preschool educational organizations 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.

Competence is a given social and professional requirement for the training of a specialist, necessary for his effective professional activity. Belova E.N., Tarasenko V.V., Khutorskoi A.V. studied competency development issues, they defined managerial competency as a set of personal qualities of a leader, which reveals the content of this personality trait from the perspective of the modern managerial pedagogical activity of the head of an educational institution, or the ability and willingness to holistically and deeply analyze, identify, accurately formulate the problems of the educational institution and find from a larger number of alternative approaches solving them the most appropriate and effective in relation to the specific situation of the institution [4].

The meaning of the word "competency" is disclosed in dictionaries "as an area of issues in which I am well aware" or is interpreted as "personal capabilities of an official, his qualifications (knowledge, experience) that allow him to take part in the development of a certain range of decisions or to solve the problem itself due to the presence of certain knowledge, skills. "

The transition of society to a market economy has changed priorities in the goals of vocational education in general and the training of specialists in the field of management in particular.

Today, the professional activities of the head of an educational institution are inseparable from the economic context [1]. With the reform of the education system, the market for educational services is being formed, the status has changed and the economic independence of educational organizations has expanded, which has led to an increase in the responsibility of managers and the need to increase the level of their professional competence.

In conditions of modernization of the education system, the key factor is the correspondence of the professional competence of the leaders of preschool educational organizations to the needs of the time. It is precisely on the level of professional training and professional qualities of managers that the positive changes in the country's transformations and the effective functioning of educational organizations depend in many respects. Thus, economic reforms in the country have significantly changed economic conditions, and, consequently, the process of managing educational organizations. Currently, "... the paradigm of economic knowledge is changing, which is reflected in the economic culture of society and is determined in the economic competence of the individual" [5]. A modern leader should not only be competent in pedagogy and psychology, possess administrative skills, but also make decisions taking into account the relationship of production, financial, marketing and resource tasks; organize their management activities based on the results of the analysis of external and internal environments. In other words, a modern leader must think and act economically.

To determine the degree of formation of economic competence in the educational process of the continuing education system and, first of all, its components such as knowledge, activity, motivational and personal components, four levels (insufficient, basic, advanced and leadership) of the formation of the economic competence of the leader were determined, where each previous determines the next and is included in its composition. An insufficient level is expressed in the manager's inability to solve most standard economic problems. The basic level characterizes the ability of a leader to solve standard economic problems at a reproductive level; advanced - standard and non-standard tasks. The leadership level is manifested in the ability of the leader to creatively solve economic problems, anticipate the emergence of economic problems, and make proactive economic decisions; provide a high level of competitiveness of the educational institution. Attribution to a particular level is determined by the nature of economic tasks that the leader can independently solve [1].

G. M. Morozova in her work identified three groups of interconnected constituent elements of economic competence: basic, functional and practical, which include economic competencies. Economic competencies include the ability to navigate in the current economic situation; to understand the basic economic issues; conduct a general analysis of the economic situation; give an objective assessment of economic phenomena; make optimal decisions taking into account the economic condition of the business entity. The head of the educational organization must also have special competencies in the field of law, marketing, financial management, accounting, entrepreneurship. In this regard, the author concludes that the economic competence of the head of an educational organization is a qualitative characteristic of a person, consisting of a system of competencies and including knowledge, skills, experience to mobilize efforts to make rational economic decisions and the degree of readiness of the head to solve certain economic tasks [3].

Thus, in the activities of the head of preschool educational organizations, a new professional quality can be distinguished - this is economic competence that allows the head to successfully carry out economic tasks of different levels of complexity. In this sense, the economic competence of the leader acts as a structural component of his professional competence, which

determines the leader's willingness to navigate in difficult economic conditions, independently and responsibly make economic decisions, and as a result provides the ability to efficiently manage efficiently, which allows the educational institution to remain competitive [2].

The ability of the continuing education system to form the economic leader of preschool educational organizations is determined by the fact that modeling of the educational process involves enrichment with new knowledge, skills, acquired experience (i.e. mastery of competencies) and advancement of the level of competence from low to higher. The new result integrates what has been achieved by students in higher education, in the process of self-education and professional activity, with new personal achievements of the subject.

REFERENCES

1. Varakina, E. (2011) *Formation of economic competence of the head of an educational institution in a continuing education system*. Orenburg.
2. Zhuklinets, I. (2012) Formation of the economic competence of the heads of educational institutions in the continuing education system. *Professional competence of the modern leader in the education system: materials of the interregion. scientific prakt. conf.* Petersburg.
3. Morozova, G. (2012) *Formation of economic competence in students of non-economic specialties of a university*. Chelyabinsk.
4. Rassokhin, A. (2020) On the question of professional competencies necessary for the head of an educational organization. *Young Scientist*, 8, 229-230.
5. Serikov, V. *Education and personality. Theory and practice of designing pedagogical systems*. Moscow: Logos.