

MODELING THE PROCESS OF FORMATION OF MANAGEMENT COMPETENCE OF SPECIALISTS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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ABSTRACT

This article covers issues such as the formation of management competence of preschool education professionals, its content, the activities of the head of the preschool education institution and modeling the process of management competence of preschool education professionals in the process of professional development.

Keywords: Preschool education, specialist, leader, management competence, modeling, pedagogical process, modern system, professional development process.

INTRODUCTION

The head of the preschool, the deputy for educational work and the methodologist are called upon to solve a large number of different tasks: administrative, financial, economic, organizational, pedagogical, managerial and others. Therefore, the head of an educational institution needs comprehensive development, because the lack of knowledge in one area is not offset by excessive costs in another area. The leader must follow all the processes in general, without overlooking anything important, and this requires a broad outlook, universality and a special mentality. Only the professionalism of the leader, his managerial experience and intuition are the key to the implementation of humanistic pedagogy, because at the heart of the entire education system is the child's own individual capabilities and needs.

Studies show that in most cases the success of a manager's work in production activities depends 50-85% not only on his professional knowledge but also on his socio-psychological skills. In modern conditions, the range of personal characteristics of professional importance required for the head of a preschool institution is significantly expanding. The modern leader is called to be an innovator, that is, to contribute to the introduction of technology, social relations, innovation in the organization of labor. A distinctive feature of a leader-innovator is his constant contact with science, because the main impetus for innovation is new knowledge, discoveries, inventions. The most important feature of the management competence of the head of preschool education is the ability to compile complex and multifaceted information, turn it into clear and transparent information.

Substantiation of the scientific conditions of management in preschool education and the psychological and pedagogical features of the phenomenon of management competence of preschool professionals, the data presented in the previous part of the study allow us to continue to identify features of management competence in preschool professionals.

MATERIAL AND RESEARCH METHODS

Yu.V.Senko defines pedagogical education as a specially organized pedagogical process of joint activity of teachers and specialists aimed at creating conditions for preparation of professional participants in the process of professional activity in the field of education and emphasizes that this is a process of professional formation in culture. Thus, the learning process in the process of professional development is aimed not only at professional knowledge and professional-pedagogical training, but also at creating conditions for comprehensive personal and professional development of the specialist in the preschool institution, which is important for further learning.

The modern system of pedagogical education is a rapidly evolving system characterized by openness, multi-level, multi-functionality and flexibility. Improving the quality of pedagogical education is based on the principles of universality, integration, variability, continuity and its practical orientation.

It is impossible to form the structure of pedagogical education without strengthening the role of a high-level component of psychological, pedagogical, socio-humanitarian and general vocational training, ensuring the integration of achievements in various fields of science into education. The universality of pedagogical education means the completeness of the set of disciplines that constitute the basic training in the unity of professional and general professional components. The implementation of the principle of integration provides interdisciplinary communication, aimed at shaping a single view of the world created by a set of basic sciences based on a combination of content and unity of purpose and requirements. Variability of educational programs allows to respond quickly to the requirements of customers, to take into account the targeted training of specialists for the education system, achieved as a result of a flexible combination of national and regional components of disciplines, general and specialized disciplines. Adherence to the principle of continuity in the formation of the content of pedagogical education allows to fulfill one of the necessary conditions to ensure the continuity of pedagogical education. The principle of continuity is a quality training based on a combination of conceptual approaches in determining the level of theoretical and practical training and requirements for the content of science for professionals in education to achieve a common goal for all levels of pedagogical education. The requirements of the labor market, which adhere to all the above principles, are based on the principle of pedagogical education in relation to the customer and the consumer.

The process of preparing a preschool specialist for management activities may not have a narrow professional orientation, but it is intended to train specialists who are able to perform a targeted and clearly defined function. The modern approach to specialist training is based on a systematic, multicultural education. In this regard, in the training of a specialist with a wide range of competencies, including the orientation of the specialist to management, quality training for the implementation of management activities is important. Professional Management Competence is one of the most important features of the activities of a specialist, and an integral quality of the person acting as a result of professional and pedagogical training, should be an important condition for the effectiveness of management activities.

RESEARCH RESULTS AND DISCUSSION

The basis of the normative model of professional activity of the above-mentioned specialist is the qualification requirements for the preparation of the specialist for management activities, the state educational standard. In general, pre-school education institutions approach the preparation of specialists for management activities in terms of the requirements for their

knowledge, skills and abilities. It mainly takes into account the skills of the specialist and the level of training over several years.

The professional activity of a specialist in preschool education includes a number of competencies (organizational, educational, pedagogical, communicative, cultural, educational, managerial, etc.). The analysis of the professional profile activity structure of the specialist of the preschool educational institution allowed the specialist to distinguish management competencies as a set of issues and types of activities necessary for the development of management activities. The management competence of the specialist includes the formation of the necessary relationships, attitude to the profession, personal characteristics and qualities that allow him to perform management functions creatively, consciously.

The problems identified in the course of our study indicate the need for the development and systematic formation of managerial competence in the system of preschool education. Therefore, great attention should be paid to the development of methods that will help to determine the composition, content, forms and methods of theoretical and practical training of specialists, to develop their general and special abilities. It is very important to create optimal conditions for the formation of management competence of the specialist, because the successful solution of management problems that must be addressed in the course of professional activity depends on the maturity of the specialist.

In the process of forming the management competence of a specialist of preschool education, it involves a special modeling that directly determines their formation as a pedagogical worker of preschool education. Systematization of specific knowledge about the object under study and modeling when necessary is required. In this regard, we understand the modeling of the process of formation of managerial competence in the preschool education institution, as it consists of systematizing and interpreting knowledge about the phenomenon, taking into account the specifics of the educational process, the content and nature of professional training. In the study, we used a symbolic modeling method that allows us to mimic the process of forming management competencies, expressing key features using a specific system of linguistic (descriptive) and symbolic (graphical) semantic units.

Thus, the modeling was carried out taking into account the logic of the educational process of preschool education system training courses and provided continuous identification of goals and objectives, content, organizational form and methods, performance evaluation process performance indicators of the specialist.

Based on this, we have identified the basis for modeling the process of formation of specialist management competencies in preschool education, which includes:

1. Target direction of the formation process;
2. Dynamic description of the forming process;
3. The content component of the shaping process;
4. Organizational and operational component of the formation process;
5. An effective component of the shaping process.

Determining the basis for modeling the process of formation of management competence of a specialist in preschool education will allow a consistent review of the methods of designing and implementing this process.

CONCLUSION

Specific features of the educational process, general goals, forms and methods of vocational training in the formation of management competencies of specialists in preschool education, on the other hand, meaningful organization of practice-oriented activities of specialists in the training process serves to ensure the level of management competence. As a basis for modeling the process of formation of management competence of specialists of preschool education institutions, purposefulness, dynamic features, substantiation, organizational and methodological activities and effective components of this process were highlighted.

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