

PEDAGOGIKA ILIMLERI

Pedagogika teoriyası hám tariyxı

MODELING THE PROCESS OF DEVELOPING MANAGERIAL COMPETENCE

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Tayanch soʻzlar: kompetensiya, boshqaruv kompetensiyasi, ichki motivatsiyani rivojlantirish, innovatsion faoliyat, integratsiya faoliyati, boshqaruv madaniyati.

Ключевые слова: компетентность, управленческая компетентность, развитие внутренней мотивации, инновационная деятельность, интеграционная деятельность, культура управления.

Key words: competence, managerial competence, development of internal motivation, innovation activity, integration activities, management culture.

Introduction. The specificity of modern trends in the issue under consideration is due to the fact that today the training of teaching staff as education managers is carried out as part of the modernization of the education system of the Republic of Uzbekistan. The process of formation and development of managerial competence is conditioned by inevitable changes in organizational and managerial spheres associated with the modernization of pedagogical processes and the activation of innovative activities of future teaching staff. In this regard, it becomes urgent to search for optimal methods, approaches, technologies and mechanisms for organizing and managing the process of developing managerial competence of future teaching staff.

«The professionalism of the teacher-manager plays a key role in ensuring the effectiveness and success of the management of pedagogical processes. Despite the fact that research in this area covers many aspects and is extensive, many properties and mechanisms related to the process of developing organizational and managerial competence are still not fully understood and studied» [2:103].

The study of the mechanisms of organization and management of the processes of development of managerial competence makes it possible to understand new opportunities and set appropriate tasks in creating optimal pedagogical conditions for the development of organizational and managerial competence of future teaching staff.

«Objective requirements for the formation and development of organizational and managerial competence during university studies have a strong practical impact on the professional development of teachers, preparing them for everyday innovative activities aimed at professional self-development» [3:45].

«The processes of formation and development of organizational and managerial competence are becoming the main mechanism for realizing the innovative potential of future teaching staff who are ready for competitiveness. This involves the development of models of organization and management of the process of development of

managerial competence and the creation of conceptual foundations of managerial skills in pedagogical processes» [4:26].

The study of existing approaches allows us to formulate the following definitions:

Competence is a set of knowledge, skills, experience, qualities and behavioral characteristics that allow him or her to successfully complete a certain task, work effectively in a certain field of activity or achieve his or her goals.

Competence is an integral and multifaceted concept covering various aspects of a person's professional and personal training. It includes not only theoretical knowledge, but also practical skills, problem-solving abilities, adaptability to change, communicative and leadership qualities, the ability to work in a team and make decisions. In the educational field, competencies are considered as learning goals and outcomes that determine which skills and knowledge students need to master for successful professional activity.

In this regard, the formation and development of competencies are important both for individual professional growth and for the effectiveness and efficiency of pedagogical processes as a component of the education system as a whole.

Competence is a generalized characteristic of a person expressing the ability to successfully and effectively act in a certain field of activity. It represents a broader and more complex aspect than competence, and includes not only a set of knowledge and skills, but also the ability to apply them in specific situations, adapt to changes, make decisions, have motivation and self-regulation, as well as interact with other people.

Competence acts as a generalized criterion for the success and effectiveness of future teachers, as it includes not only professional competencies, but also social and personal qualities such as communication skills, emotional intelligence, leadership, creative thinking and others.

Competence development takes place through learning, experience, self-learning and personal growth. Competence assessment can be carried out

using various methods, including self-assessment, assessment by other people or professional organizations, as well as using standards and criteria defined for teaching activities.

Competence can relate to professional responsibilities and job requirements, to a specific professional field, or to broad skills and qualities necessary for successful adaptation and development in a changing educational environment.

Competence is a key factor for achieving success in work, education and other areas of life. It allows him or her to effectively complete tasks, solve problems, adapt to changes and achieve his or her goals.

The analysis of existing approaches allows us to formulate the definition of a teacher's competence as an integral individual professional quality, which includes two main aspects:

Professional solution of organizational and management problems and tasks in ongoing pedagogical management activities based on knowledge, abilities, personal skills and experience. This means the teacher's ability to make informed and effective decisions related to the organization and management of the educational process. A competent teacher has the necessary knowledge in his field, has the ability to analyze situations, make decisions based on available information, and also uses his personal experience and skills for effective management.

Willingness to independently organize productive organizational and management activities based on personal effectiveness. This includes the teacher's ability to actively organize and manage the educational process, collaborate with colleagues, accept responsibility for their actions and achieve set goals. A competent teacher shows initiative, self-organization, adapts to changing conditions and interacts productively with other participants in the educational environment.

Thus, the competence of a teacher combines the professional solution of tasks and problems related to organization and management, and the willingness to organize and manage independently on the basis of personal effectiveness.

At the same time, the organization and management of the process of developing the managerial competence of future teaching staff require efficiency, flexibility and optimality of the implemented mechanisms and technologies.

Method. «When developing mechanisms for organizing and managing the process of developing managerial competence, the interconnection, interdependence and interaction of different aspects of pedagogical activity are of great importance. The structure and content of organizational and managerial

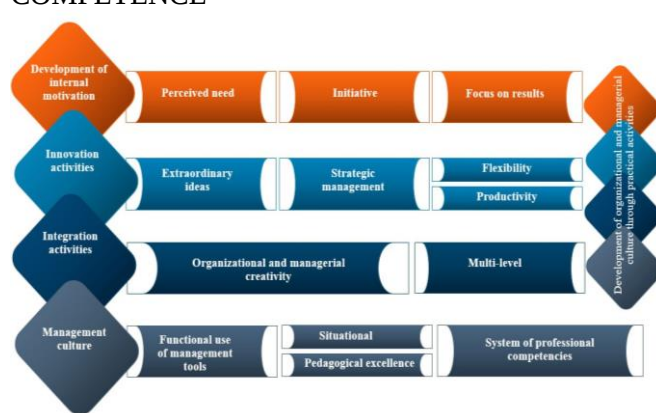
competence should be determined based on the analysis of practical pedagogical activity» [5:14].

«In the process of improving the organizational and managerial activities of future teachers, there is an urgent need to set and solve innovative tasks. Consequently, in the process of forming organizational and managerial competence, innovative activity is associated with the integration of professional competence and the introduction of organizational and managerial tools into the educational process.

The formation of organizational and managerial competence among future teachers related to the development and implementation of innovative approaches in educational processes will ensure the effective use of knowledge and skills and will allow differentiating activities in the integration of existing innovations with individual innovations. This will make it possible to determine the success of the effectiveness of the subjects' activities and the effectiveness of pedagogical processes» [1:55-56].

In this regard, four key components should be identified, which include elements that determine the success of the process of forming organizational and managerial competence.

FIGURE 1. THE PROCESS OF FORMATION OF ORGANIZATIONAL AND MANAGERIAL COMPETENCE



The absence of one of these components leads to limited qualified training and unproductive professional activity. Therefore, the above components are fundamental for the implementation of the process of forming organizational and managerial competence.

The process of developing organizational and managerial competence is an integral system of interrelated and interdependent activities aimed at the professional development of teachers as managers of the educational process.

An important factor for the implementation of the process of development of organizational and managerial competence is advisable to comply with the following requirements:

1. Scientific validity. It is important to base the process of developing organizational and managerial competence on the basis of scientific principles and patterns of pedagogical management. This makes it possible to ensure consistency, consistency and effectiveness in the development of competence.

2. Purposefulness. It is necessary to design and model the process of developing organizational and managerial competence with clearly defined strategic goals. The goals should be related to the needs of future teachers and development strategies so that the development of competence is aimed at achieving specific results.

3. Optimality. It is necessary to create favorable conditions that contribute to the effective formation and development of organizational and managerial competence. The conditions must take into account the individual and professional innovative potential of employees in order to ensure optimal development results.

4. Complexity. It is important to consider organizational and managerial competence as a complex system that includes various components. The development of competence should take into account the interrelation and interaction of components with processes and factors affecting the quality of teaching staff.

5. Adjustability. The process of developing organizational and managerial competence must be flexible and capable of adjustment. Adjustability allows you to actively develop the knowledge, abilities, skills and professional activities of teachers in the process of their improvement.

Discussion. Compliance with these requirements will help to ensure an effective and systematic process of developing organizational and managerial competence, contributing to achieving better results and improving teaching activities.

Thanks to organizational and managerial skills, a competent teacher-manager can:

- analyze all pedagogical factors, adapt the goals and objectives of training;
- develop and implement effective organizational and management techniques, methods, technologies, functions, approaches and mechanisms;
- optimize pedagogical processes and effectively manage students' activities;
- motivate and focus on target activities in the form of a chain of actions, consistency and orderliness;

- improve the activities of subjects through mechanisms for coordinating activities;

- solve the set didactic tasks with the help of innovative strategies and effective management solutions;

- model pedagogical processes based on the educational situation in order to improve the quality of educational processes.

As a result of consideration of this issue, it can be said that organizational competence is the skills of developing methods, approaches, technologies and strategies that provide ways to optimize the pedagogical process by creating a positive adaptive learning environment that allows for the maximum realization of personal effectiveness in the process of activity.

Managerial competence is the ability to optimally manage pedagogical processes with the planned achievement of the goals of the educational process in the shortest possible time. The development of managerial competence helps the future teacher to effectively form a body of knowledge, skills, creative professional potential, and quickly and effectively complete assigned functional tasks.

Results. The analysis of the mechanism for forming and developing organizational and managerial competence highlights key requirements for building the competencies of future educators. Adherence to these requirements is crucial for fostering an effective organizational and management culture.

Key requirements include:

1. Competency development should be structured and progressive, ensuring gradual accumulation of knowledge and skills.

2. Programs must be tailored to the individual needs and characteristics of future teachers.

3. Focus on real professional tasks and situations, incorporating hands-on training and reflection.

4. Combine theoretical knowledge with practical application for deeper understanding.

5. Continuously assess progress to identify weaknesses and improve programs.

6. Provide mentoring, feedback, and opportunities for collaboration with experienced practitioners.

Meeting these requirements ensures the effective development of organizational and managerial competence in future educators, creating a foundation for success in the educational field.

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REZYUME. Tadqiqot o'qituvchilarning tashkiliy va boshqaruv kompetensiyasini rivojlantirishning asosiy omillarini aniqlaydi: ilmiylik, maqsadlilik, optimalilik, keng qamrovlilik va boshqariluvchanlik. Ushbu omillarga rioya qilish pedagogik amaliyotni yaxshilaydi. Alohida e'tibor o'qituvchi-menejerlar uchun tashkiliy va boshqaruv ko'nikmalarining ahamiyatiga, ularning ta'lim jarayonlarini optimallashtirish va ta'lim sifatini oshirishdagi roliga qaratilgan.

РЕЗЮМЕ. Исследование выделяет основные факторы развития организационно-управленческой компетентности педагогов: научность, целенаправленность, оптимальность, комплексность и регулируемость. Их соблюдение совершенствует педагогическую деятельность. Особое внимание уделяется важности организационно-управленческих навыков для педагогов-менеджеров, их роли в оптимизации педагогических процессов и повышении качества образования.

SUMMARY. The study identifies basic factors for the development of organizational and managerial competence among educators: scientific rigor, purposefulness, optimality, comprehensiveness, and controllability. Adherence to these factors enhances pedagogical practice. Particular attention is given to the importance of organizational and managerial skills for educator-managers, their role in optimizing educational processes, and improving the quality of education.

FILOSOFIYALÍQ KÓZQARASLAR EVOLYUCIYASÍNÍN BILIMLENDIRIW TARAWÍNA TÁSIRI

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Tayanch so'zlar: pedagogika, tizim, rivojlanish, shaxs rivojlanishi, shakllanish, ta'lim, ta'rbiya, istimoiyalashuv, nazariya, mustaqillik.

Ключевые слова: педагогика, система, развитие, развитие личности, формирование, обучение, воспитание, социализация, теория, самостоятельность.

Key words: pedagogy, system, development, development of personality, formation, teaching, training, socialization, theory, independence.

Kirisiw. Házirgi zaman, ásirese keyingi jılları baspadan shıqqan pedagogikalıq ádebiyatlarda, oqıw orınlarında, sonday-aq konferenciýalar hám keń ilimiy pedagogikalıq pikirlerde, mámleketlik bilimlendiriw salasın gumanizaciýalaw hám demokratizaciýalaw mashqalası úlken pikir talaslarına sebep bolıp atır. Bilimlendiriw tarawı alımları hám oqıtıwshıları tárepinen bul mashqalaǵa sonshellı tereń itibar qaratılıwınıń tiykarǵı sebebi zamanagóy filosofiýalıq kóz-qaraslardıń evolyuciýalıq jetiliskilikleri hám insannıń ózi ilimiy izertlewler orayına aylanǵanı menen baylanıslı bolıp tur.

Ádebiyatlar talqılawı hám metodlar. Usı búginge shekem pedagogikanıń tiykarǵı wáziypası - dep arawlı pát berilip kelingен «oqıtıw», «tárbiya» hám «rawajlanıw» kategoriyalarına tálim-tarbiya processinde ayırıqsha diqqat awdarıldı. Pedagogika usı wáziypanı tálim-tarbiya procesine inabatlı endiriw arqalı adamzattı házirgi zaman civilizaciýası dárejesine kótere aldı.

Keńlew aytqanda, bilimlendiriwdi gumanizaciýalaw – «bul oqıtıwshı hám bilim alıwshı shaxstı biybaha insanıy qádiriyat dep tán alǵan halda bilimlendiriw sistemasın rawajlandırıw, olardıń qızıǵıwshılıqların, óz-ara múnasábetlerin jetilistiriw máqsetinde ózin-ózi kámil insan etip qalıplestiriw

ushın zárúr sharayatlardı tıǵız baylanıslı iske asırıw» [2].

Bul pikirlerimiz sheńberinde biz keń filosofiýalıq mashqala, shaxstıń dóretiwsheń óz betinshe rawajlanıwın filosofiýalıq kóz-qarastan túsiniw kerekligi haqqında klassik filosofiyanıń tiykarın salıwshı Immanuel Kanttıń «insan kim?» atlı máńgi soraw ústinde oylap, ol shaxstı jeke minez-qılıq hám ózin jetilistiriwshı subyekt sıpatında túsindiriw múmkin – degen pikirin atap ótpeshimiz. Keyinrek bul ideya ekzistensyalistler tárepinen qabıl etilip, olar «adam ózin-ózi shaxs etip qalıplestiredi» [9:452] - dep tastıyıqladı.

Pedagogikada qollanılatuǵın eń áhmiyetli túsiniq-kategoriyalardıń biri «rawajlanıw». Lekin pedagogika sabaqlıqlarında bul túsiniktiń mazmunı hám talqını menen baylanıslı hár qıylı anıqlamalar bar. Ayırım sabaqlıqlarda «rawajlanıw» túsinigine «qalıplesiw», basqalarında «qalıplesiw», «rawajlanıw» arqalı iske asadı - dep túsiniq berilgen.

T.A.Ilına óziniń «Pedagogika» sabaqlıǵında rawajlanıwǵa: «insan rawajlanıwı – bul ishki hám sırtqı basqarılatuǵın hám basqarılmaytuǵın faktorlar tásirinde shaxstıń qalıplesiwı hám qalıplesiw barısı bolıp, olar arasında maqsetli tálim-tárbiya jetekshi ról oynaydı» - degen anıqlama beredi [4:18].