

Modern approaches to the development of managerial skills of students of higher educational organizations.

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Abstract

This article devoted to the develop management skills, develop professional skills and leadership abilities among students, approaches to a comprehensive, comprehensive justification and their introduction into educational practice.

Keywords: management, development, research, upbringing, modernization, education, pedagogy.

Modern pedagogical science develops approaches to a comprehensive, comprehensive justification and their introduction into educational practice. In the process of higher education, it is impossible to imagine a solution to management problems without working to develop management skills, develop professional skills and leadership abilities among students. The implementation of this approach will help to prevent accidental and unforeseen situations in management. The competent approach provides for the formation of professional and managerial qualities among future educators.

Upon graduation, a new teacher who has joined an educational institution will find his place depending on his potential, knowledge, managerial abilities, a positive approach to work. And in some halls, teachers of an educational institution influence a young specialist. Initiative or indifference of teachers in the team can affect the young teacher.

Young specialists who have just entered a preschool educational organization will receive various ideas about the activities of teacher-teachers, their job responsibilities, the position of the profession and the atmosphere in the team. Young teachers need to be aware of the importance of knowledge, qualifications and competencies to fulfill the requirements for an educational organization.

The positive attitude of young personnel to professional potential and profession in preschool educational organizations also affects the management methodology of managers. Young specialists plan their activities for the future, having studied, analyzed the situation in the team, drawing conclusions. Our practical experiments have shown that most young teachers experience difficulties in adapting to socio-psychological conditions in preschool educational organizations. Some young professionals refuse professional activities to work in other areas, despite the fact that they have pedagogical abilities, unable to adapt to the team. The occurrence of such situations is due to various reasons. In some preschool institutions with newly arrived teachers, the director and members of pedagogical teams may not have a positive relationship. Thanks to the search for a young specialist, his knowledge, interest in his science, his experience becomes insufficient to rejoice in quickly gaining reputation among the team and students and support him. As a result of the encouragement and embarrassment of young specialists in pedagogical councils, they cannot work in educational institutions. Young professionals have problems organizing professional activities due to insufficient education of experience, skills and competencies, as a result of which they cannot quickly adapt to the team. Provision of methodological assistance by the head or teachers, as well as a decrease in the educational burden on them.

As a result of studying scientific literature and research for the development of management skills in students in the field of preschool education, the following scientific recommendations were formed:

- organization of meetings between graduate students and advanced experienced mentors;
- creation of trainings and "Master Class" aimed at preparing young specialists for pedagogical activities;
- preparing video and audio products and conducting binary seminars on the formation of pedagogical skills for young specialists;
- holding conferences and Master classes aimed at developing pedagogical skills;
- establishing regular contacts of teachers with professors and teachers of higher educational institutions and territorial centers for advanced training;
- monitor their preparation for training sessions and study the methods of taking classes;
- provision of information technologies for effective organization of classes;
- providing methodological assistance in the preparation and publication of scientific articles;
- popularization and stimulation of methodological developments developed in the field of relevance.

- formation of managerial and leadership qualities in them by forming professional competence of future educators. The formation of management skills for future educators will be carried out consistently with professional competence. A professional who knows the secrets of his profession well can grow a qualified best man, a leader, a potential manager. After all, a manager with professional competencies and professional ethics in the field of education also achieves great results in the field of management. The potential of teachers in educational institutions is one of the most important criteria that increase the rating of directors of these institutions. Therefore, it is necessary to promote the use of creative and organizational teachers with a high intellectual level, experience and qualifications, deep knowledge of their science, and the creation of a comfortable environment for their scientific activities. An urgent issue is the consolidation of young

teachers with advanced experienced mentors, the formation of a young specialist's spirit of love for the chosen area and trust in the future, which will give its results in attracting leading specialists to educational organizations. Here we will look at the work of teachers who at different times conducted research on professional knowledge, a competent approach, preparation for professional activity and education management.

M.B. Urazova conducted a study on the topic "Improving the technology of preparing future vocational education for project activities," improved the model of professional training of the future labor teacher in the study of pedagogical disciplines. He developed mechanisms for the phased formation of the readiness of the future teacher.

In the study "Pedagogical technologies for the development of universal professional skills and skills in the system of higher pedagogical education,"

U. K. Tolipov investigated the role of pedagogical technologies and aspects of their use in the educational process. By forming the professional competence of future educators, it is possible to develop the skills of student management and achieve the results achieved in the field of management. In our research work, a competent approach is used to identify structural components of the teacher's professional competence at the university, which develop in the context of the education of student management skills. This is especially important for solving the problem of forming the professional competence of future educators.

Thus, on the basis of a competent approach, the possibility of developing management skills will be created by a comprehensive study of the process of forming professional competence of educators of future preschool educational organizations. Below we analyze the main approaches to defining the essence of the concepts of "competence," "professional competence," "professional competence of a teacher".

With the formation of management skills, future educators will achieve the training of qualified managers who will contribute to the preschool education system. The professional formation of students is an ongoing process in all its activities. Professional formation includes the mental capabilities of future educators, their merits in the field of preschool education, interest and desire. In the future, these aspects will become their image as a teacher and leader. In them, professional values and adaptation to the field create the basis for them to become adult and qualified managers during the experiment. A non-professionally formed leader or manager may face various difficulties in working and solving professional problems.

The formation of professional skills and qualifications is very important for students in the period of the 1st stage, it is the period before the choice of the profession of the educator and the adoption of a decisive decision.

Despite the fact that the profession of pedagogy for centuries was one of the weak professions of peoples around the world, the requirements and responsibilities assigned to them have retained their original content and essence until now. Personal qualities, abilities and talents, characteristics, requirements for experience and qualifications of these professions are determined by the development of social life, the content of changes and reforms. Therefore, for centuries, encyclopedic scientists have occupied them as a tool for the development of the mental and moral qualities of people, occupying useful professional secrets, observing universal human norms, taking a place in the center of their attention.

Especially during the period of dynamic development of the field of education in the new century, the appearance of a modern teacher depends on how much its professional and pedagogical qualities are formed, on the direction of the teacher's personality, on the chosen profession, students and taught disciplines, on the attitude towards himself as a subject of pedagogical activity.

The study of pedagogical activity and its structure has been studied by scientists in the distant and Middle Eastern country as an object of regular research and is a current problem.

Analyzing the research work on pedagogical activity, one can find various views on it, including effective, functional, motivational, managerial and structural approaches, the definitions and characteristics provided to him on pedagogical activity and its components. In this sense, the presence of species terms and variants of pedagogical activity requires specification and description within the framework of our research work.

It should be noted that Horridge science did not attach significant importance to "skills," which occupy an important place in the structure and components of the pedagogical personality.

At the same time, the behavioristic concept did not attach due importance to the concept of "skills." Recognizing qualification as a student response to external stimulus, they incorporated knowledge and experience into its composition, thus ending the differential approach to the study of private laws that generate skills.

Having studied the laws of skills formation, E. Thorndike was the first of the psychologists, having systematically and consistently studied this area, added his worthy share. Based on its generalization of the results of theoretical and practical research, it was possible to form a behavioristic concept. As you know, it is based on the laws of formation of automated qualifications.

Its true essence lies in the laws of exercise resulting from mutual contact between the frequency and force of the stimuli and responses affecting the individual at the same time.

According to K.K. Platonov, "skill" consists of a set of knowledge and compact qualifications that ensure the fulfillment of a certain type of activity under the conditions of examination. "Skills" will go through a number of stages in the process of shallowing and rise to the level of skill and creativity.

The stages of formation and psychological construction of skills K.K. Platonov explains as follows:

1. The initial skill is the awareness of previously mastered (in various life conditions) knowledge and skills and the search for ways to fulfill them; activities in this case are carried out by the method of making errors and their correction.
2. The skill of incompetent activity is knowledge of methods that are not characteristic of the qualification of this activity, but previously mastered.
3. Some common skills are narrow but well-developed skills required for various activities (e.g., planning skills, organizational skills, etc.).
4. Highly developed skills - the creative application of their knowledge and skills in the implementation of this activity; skills in selecting motives not only for goals, but also for ways to achieve.
5. Skill is the reliable creative application of different skills.

In this structure of K.K. Platonov, the certainty of specific stages of increasing skills to the level of skill with the content of activity is traced.

I.S.Yakimanskaya notes that the application of knowledge in his research work, successful formation of skills is not carried out without direct thought operations, which, apparently, consists in analysis and synthesis, generalization and inventory, concretization.

Z.I. Khojaeva notes that "Habit" manifests itself in the form of mental actions of people and the process of thinking.

According to N. D. Levitov, "skills are the ability to directly choose the necessary methods and means for the effective implementation of efforts or complex activities in a survey."

N.V. Rikov noted that "skills are a state in which people are ready for any activity without automation, mind, consciously".

As E.I. Boiko noted, in the content of the term "skill" one can find such definitions of the series as the state of conscious adaptation to a changing situation.

Another important aspect of skills is that their formation not only improves previously mastered skills, but also develops their own types of skills related to the development of a new type of activity.

Based on a scientific and theoretical approach to solving this problem, we consider it expedient to consistently inform about the concept, system and formation of professional skills at the subsequent stages of our research work.

"Skills" not only determine the performance, quality and speed of activity, but are also manifested and reflected in the process of engaging in this activity.

In the process of mastering these skills, conclusions can be drawn depending on the level, skill, speed and epic ownership of them. The skill consists of a specific synthesis - an ensemble of natural and developmental properties of the person, for each skill a certain quality and properties of the person are required.

According to V.A. Slastenny, in the process of pedagogical activity, the teacher goes from managing operations to managing efforts, and from him to managing the student's educational activities. Knowledge of the methodology for carrying out efforts to carry out various situations in such conditions as technique (qualification) for a teacher by pedagogical activity can have a high effect. Tolipov U.K., conducting research work on the topic "Pedagogical technologies for the development of universal professional skills and skills in the system of higher pedagogical education," noted the role of pedagogical technologies in the development of professional skills and qualifications among educators of future preschool educational institutions and the actual aspects of its application to the educational process investigated:

1. The content of education in society is understood as scientific knowledge, practical skills and skills that require training, as well as a system of educational ideas aimed at forming the qualities inherent in the manager, which are aimed at developing management skills, ensuring the modernity and popularity of the sphere of managing needs; modern methodological views of industry scientists; scientific and technical development (modern information and communication technologies and systems).
2. In the education system of the country, we must improve the areas that are characteristic and suitable for us, with a deep analysis of the experience of all developed countries to improve the educational process. Thus, one of the factors of quality assurance in the development of methodological classes can be the association of students with experience in their areas, with excellent theoretical and methodological knowledge and qualifications in a specific specialty, the development of their managerial skills.
3. In order to develop management skills in pedagogical activities among students of the direction of preschool education of higher educational institutions, it is necessary to achieve integral education and educate a specialist with professional orientation, ensuring the consistency of curriculum disciplines, that is, continuity in teaching subjects. Also, preparing bachelors should constantly develop the theoretical knowledge of professors-teachers in specialties to improve the level of quality of development of management skills.
4. Today, students in the field of preschool education of higher educational institutions have a number of problems related to the development of management skills in pedagogical activities, as well as the effective use of advanced technologies and educational means. The training process is based on the principles of interaction between the teacher and the student, the improvement of which requires excellent knowledge of modern pedagogical and information technologies.
5. Particular attention should be paid to the creation of a pre-school educational process for students on the basis of educational and regulatory documents (state educational standard, qualification requirements, curriculum, curriculum, science programs, formation of a direct schedule of classes), as well as the development of management skills in

teaching activities. the development of management skills in the pedagogical activities of students of the direction of preschool education of higher educational institutions not only for the availability of a material and technical base or educational regulatory documentation, but also for the scientific and methodological potential of teachers conducting training sessions, the perfect acquisition of management skills and obtaining competencies for the effective use of it in classes depends. The reforms in the development of the education system require the use of the most effective, innovative management methods based on the achievements of science and technology in organizing and managing the educational process on a scientific basis in all educational institutions, knowledge, skills and management skills, new personal and professional qualities, which, in turn, determines the need to develop management skills among teachers.

As you know, each person has a motivation for growth and development. The importance of social factors affecting the growth of the teacher's personality should be understood by the heads of educational institutions. Each manager carries out management activities under the influence of the pedagogical team. The activities of teachers are influenced by the psychological environment in the pedagogical team, based on the conditions created in the educational institution, and the requirements of the social order. The team of teachers as part of society covers all its norms and rules. Ideological, social, political, legal, moral and others. Education in the process of higher education of future educators of preschool educational organizations as leaders in the educational context of disciplines and the development of managerial qualities in the future will lead to great efficiency.

The pedagogical project, implemented in three cycles: "Knowledge + skills" - "qualification + experience + independence," will allow at a high level to form knowledge and competencies, manifested by the individual characteristics of future educators and professional training. " With the development of management skills in pedagogical activities among students of the direction of preschool education of higher educational institutions, relying on the above scientific foundations, the formation of knowledge in them first, then experience and independent activity will allow them to achieve high efficiency. The American scientist V. Bennis, having studied the 90 most effective leadership qualities, made remarkable conclusions.

In his opinion, the following qualities of real leaders can be collected in 4 groups:

1. The ability to manage attention or ensure that the essence, goals and directions of activity are attractive to followers.
2. The ability to control significance or ensure the perception and understanding of the results of the intended goal.
3. Trust management. The ability to ensure importance and consistency on the part of followers of their activities at a level that is fully credible.
4. Self-government. The ability to know your strengths and weaknesses well and recognize it in time.

To develop management skills in pedagogical activities, students of the direction of preschool education of higher educational institutions are provided for the selection of talented, demanded, initiative students from among students of higher educational institutions. When selecting student candidates for participation in trainings, the following requirements are defined:

- To be a citizen of Uzbekistan regardless of nationality, religion, gender;
- 3-year undergraduate enrollment this academic year;
- Excellent mastery of Uzbek, Russian...;
- Leadership aspiration, goal aspiration and other positive characteristics are also separately considered

At the intersection of pedagogical and organizational aspects of the problem as a research object of a higher educational institution, the importance of considering its essence is required. The result of subjective educational relations is an increase in the level of quality in the educational process, the achievement by higher educational institutions of the formation of management skills in the pedagogical activities of students of the direction of preschool education.

To a certain extent, the public is a subject for creating wide opportunities for the development of management skills in the pedagogical activities of students of the direction of preschool education of higher educational institutions. Students of preschool education of higher educational institutions require spiritual application and assistance in the development of management skills in pedagogical activities, the formation of professional responsibility and duty. A special place in achieving the effectiveness of the quality of education is occupied by working with the pedagogical team. This process aims to organize the activities of the educational institution and meet the personal needs and interests of future educators in the development of management skills. In the course of developing management skills in the pedagogical activities of students, the direction of preschool education of higher educational institutions should be simultaneously taught a culture of satisfying the wishes of consumers of educational services.

Usually, the teacher is not interested in the further activities of students after lectures or practical classes. At the same time, it often happens that the acquired knowledge, skills and skills in one educational subject do not meet the requirements of the next training course. In our opinion, the satisfaction of the wishes of consumers of personnel in such a situation should cover all areas of activity of the university. To develop management skills in the pedagogical activities of students of the direction of preschool education of higher educational institutions: firstly, the implementation of a systematic approach in the educational process; secondly, building the content of education on a modular and competent basis, taking into account the specifics of the future profession; third, ensuring compliance of the integration process in each form of education; fourthly, the use of innovative and interactive methods that increase interest in education, independence, and level of activity; the fifth, material and technical base of the educational institution, providing the educational process on a competent basis (quality of training in foreign languages, provision of information resources of the educational process, availability of laboratory equipment, educational and methodological complexes, modules,

literature, technical means of training, computers, electronic sites, etc.) provision. The model of development of managerial skills in the pedagogical activities of students of the direction of preschool education of universities will be aimed at continuous improvement of the system of improving the managerial qualities of students through the systematic implementation of self-realization.

The uniqueness of the application of methodological classes aimed at developing management skills among students of the direction of preschool education of higher educational institutions lies in the fact that the involvement of teachers of future preschool educational organizations in the pedagogical process will ensure a positive attitude towards professional activities in them. Having studied the laws of skills formation, E. Thorndike was the first of the psychologists, having systematically and consistently studied this area, added his worthy share. Based on its generalization of the results of theoretical and practical research, it was possible to form a behavioristic concept. As you know, it is based on the laws of formation of automated qualifications.

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In our opinion, it is important to take into account among students the directions of preschool education the factors affecting the development of management skills in pedagogical activity and their preparation for pedagogical activity, as well as their professional skills in the learning process. Such factors include: general professional sciences, pedagogical practice, humanitarian and socio-economic sciences, special sciences and specially developed seminar trainings. In fact, these factors make up the content of the educational work of the educational institution.

Based on this idea, we set ourselves the goal of studying the influence of these factors, their essence and content at a late stage of our research work, special seminar trainings have been developed aimed at developing management skills in future educators.

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