

Design of Vocational Training of Managers and Pedagogical Personnel

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Annotation: In this article, the methodological problems of designing additional professional education of managers and pedagogical personnel, defining the basic requirements for teachers of different categories, their professional and personal qualities, features of professional models are revealed.

Key words: professional quality, personal quality, humanitarian-axiological aspect, formal education, noformal education, informal education

The methodological problems of designing additional vocational training of managers and pedagogical personnel in Uzbekistan are as follows:

- with the choice of ideas of vocational training (versatility, cluster, profiling, multilevel);
- with the choice of the model of professional development of the leader and teacher (personal orientated, logical-gnoseological aspect);
- Humanities-in the axiological aspect (models of social culture or activity).

The methodological problems of the process of professional development of managers and pedagogical personnel are described in the following parameters:

- ✓ terminological difficulty (understanding and separation of strategies, goals, functions, directions of continuous improvement of pedagogical skills);
- ✓ a sharp increase in the volume of information (including in the composition of pedagogical vocational education);
- ✓ non-compliance with the need for professional development, since the mechanism for the development and implementation of pedagogical professional culture has not been developed;
- ✓ insufficient coordination and mobilization of pedagogical personnel at the state, regional level.

Organizational and methodological problems relate to the subsequent improvement of ensuring continuous professional development of managers and educators: formal, non-formal and informal education of educators.

Formal teachers include university teachers, experts and speakers, and courses that provide Degrees, Diplomas and certificates.

Noformal is an aspect of teaching, research, focus processes in academic lyceums and colleges. Noformal is an aspect of teaching, research, focus processes in academic lyceums and colleges. Community of operations.

Informally-individual, private, includes the following: conversations in the teachers ' room, one-time lectures, family conversation, reading from specialized magazines, TV, video, unplanned casual conversations, hobby, interests [1].

Didactic-methodical problems are associated with organizations of professional development (form, method, means) of managers and pedagogues and its replenishment (composition).

The direction, which in our opinion is promising – is personal mastery, coaching, vocational-modelling training. For the implementation of modern professional development issues, a team of specialists-professionals is needed, who are ready to participate in training, who contribute to the professional growth of managers and educators, generalizing new ideas.

Coaching is the process of working together as a "teacher-teacher-teacher" ("coaching"). The teacher helps the teacher to transfer the skills acquired in the training courses to the real situation in the auditorium. Coaching is characterized by rapid operational communication cycles that provide information about the follow-up of the teacher training and the results achieved.

The most common form of "coaching" is conversation or discussion, in which the teacher and the instructor –the teacher together analyze the training, the adequacy of the application of skills, and not the quality of its performance, evaluate the effectiveness of the entire training in terms of optimal application of the instructional technique.

The use of coaching, demonstration, modeling, role-playing, solutions to problematic situations, which are used in the courses of professional development, is associated with the fact that the acquired knowledge can be used "in laboratory conditions" at the reproductive level.

It should be noted that in modern society, success in the educational system is largely determined by the quality of scientific and pedagogical and managerial personnel. In this regard, the transition to a multi-level system of training, as well as the continuity of Education, compatibility of different levels and the emphasis placed on organizational systems require methodological, organizational, psychological, pedagogical bases of designing innovative educational process in the system of continuous improvement of the skills of managers and specialists of the Republic.

Mozgarev L.V. the process, such as the result of qualification improvement, considers it as a complete education system. In the first case, the improvement of qualifications implies a productive change in the professional and significant qualities of teachers as a result of training in additional professional education organizations. The second option denotes the purposeful process by which teachers, educators, determine the change in their professional level.

Finally, the improvement of qualifications is part of the system of continuous pedagogical education, institutionalized at the Republican and regional level (institutes and Centers for professional development of pedagogical personnel)". It includes formal and nonformal associations of teachers, which include" [2].

L.V. Mozgarev believes that the system of professional development of educational personnel has several main functions: information (knowledge of the achievements of specialists in science, satisfaction of the requirements of foreign countries on advanced experience); organization and implementation of educational processes in educational institutions, providing advice to teachers; research (conducting scientific research and experiments in the field of post-pedagogical education in educational organizations, monitoring of the quality of general and professional education, studying the trend of change and development of the educational system); research (programs, projects, recommendations, other documents and materials scientific expertise, evaluation of the need, justification and safety of research work carried out by educational institutions.

Since the programs for the qualification of the heads of educational organizations are diverse, there are general requirements for their development and implementation:

- compliance of the structure and content of the program with the requirements of the State, laid down to a minimum of the content and level of preparation for obtaining a suitable qualification;

- interdependence of professional knowledge and practical skills of managers and educators, uniqueness of theoretical and practical preparations;
- mastering modern forms, methods, tools and technologies of creative potential (portals of distance learning), increasing the level of professionalism and general culture;
- to satisfy the interests of the audience through elektiv and optional subjects, individual curriculum.

Innovative programs of professional development and retraining of managers and pedagogical personnel should rely on modern achievements of Science and science, experiences of the world and our country, new educational conceptions, innovative forms, methods, means and technologies of teaching, take into account the characteristics of general aspects and professional models that determine the basic requirements for teachers of different categories, their professional and.

In theoretical sources, there are different approaches to drawing up the profессиograms of the organizer's head of Education: Task-personal, normative-structural, system-active.

Task-the core of a personal profессиogram is a hierarchy of professional tasks [3]. For each professional task are selected types of professional actions, tools, results, as well as important personal qualities of professionalism. In the profессиogram, vertically can be distinguished "modules", which include a list of professional tasks; on the horizontal, the results of professional actions, professional activities and the necessary professional important personal characteristics for them are adapted to the tasks.

In our opinion, the systematic-active approach in the preparation of a professional training is the most optimal. In determining the structure of the profессиogram of the head of the organization of pre-school education, we, in the profессиogram of the head of the school, formalized [4] V.YU. Krichevsky, E.P.Tonkonogi rely on research conducted by, as well as in terms of areas of activity of the leader and relevant professional qualities A.K. Markova, A.A.Derkachs We rely on [5].

Scientists note that the profессиogram, if it records the necessary knowledge, skills, qualities, position obligations of a specialist, will be optimal in comparison with certain knowledge and skills. In the profессиogram of the head of the organization of preschool education, it is taken into account the peculiarities of the management objects, the features of the goals and objectives of preschool education, the theory of management of the organization of preschool education, as well as the duties of the head of the organization of preschool education.

We consider the activities of managers and educators as a system of management, management and management, in which two subsystems can be distinguished. No, it's not.N.According to kulyutkin's definition, management activity, by its nature, is a kind of "meta-activity", which means that it is an activity of organizing "other" activities [6].

The researchers believe that the system of functions is inherent in any management activity, regardless of its specific type, although the degree of their manifestation can be different. Today, a functional approach to understanding the essence of management activities clearly dominates and is undoubtedly the most appropriate way to reveal its content. Analysis of management activities in accordance with this approach means giving its characteristics from the point of view of the basic management functions performed by the manager. In order to compile a profессиogram of the head of the organization of preschool education, we distinguish the most important functions from the point of view of their researchers: information-analytical, motivational-purposeful, planned-prognostic, organizational-executive, control-diagnostic, corrective-regulative functions.

The most problematic from our point of view in the development of a profессиogram is the identification of professionally important qualities of this leader. Analysis of management,

pedagogical, psychological and professional literature has shown that there are various reasons to identify them.

2.1 Table: Important features of the professional personality of the leader

Important features of the professional personality of the leader	Clear qualities of a person
Professional-business qualities	Labor, activity, business, perseverance, initiative, creativity ability, the ability to set goals and tasks, the ability to see new things, quickness, willpower, the ability to make decisions, predict results, analytical ability, high culture
Professional and pedagogical qualities	Knowledge of pedagogy, psychology, personal pedagogical skills
Organizational qualities	Strictness, management, self-confidence, criticism, perseverance, diligence, discipline, internal control of the organization, methodical and extracurricular activities, the ability to organize meetings with parents, the ability to have public speaking skills, the basics of formalization of documents, the choice of personnel and put in place, the ability to exert emotional-willpower, the ability to give initiative to people
Prognostic qualities	He or she is an employee, determine what the team is capable of, identify prospective, tactical and strategic goals
Social and spiritual qualities	Ability to distinguish people, sensitivity, benevolence, Justice, ability to notice positive things in people, simplicity, acceptability, knowledge of sociological analysis and methods of personality research in the team, honesty, decency, high demand for oneself and others, knowledge of human psychology and individualized peer support for people.
Communicative qualities	Decency, eloquence, the ability to quickly find a language with people, listen to the interlocutor, interest in people, to put oneself in the place of others, sympathy

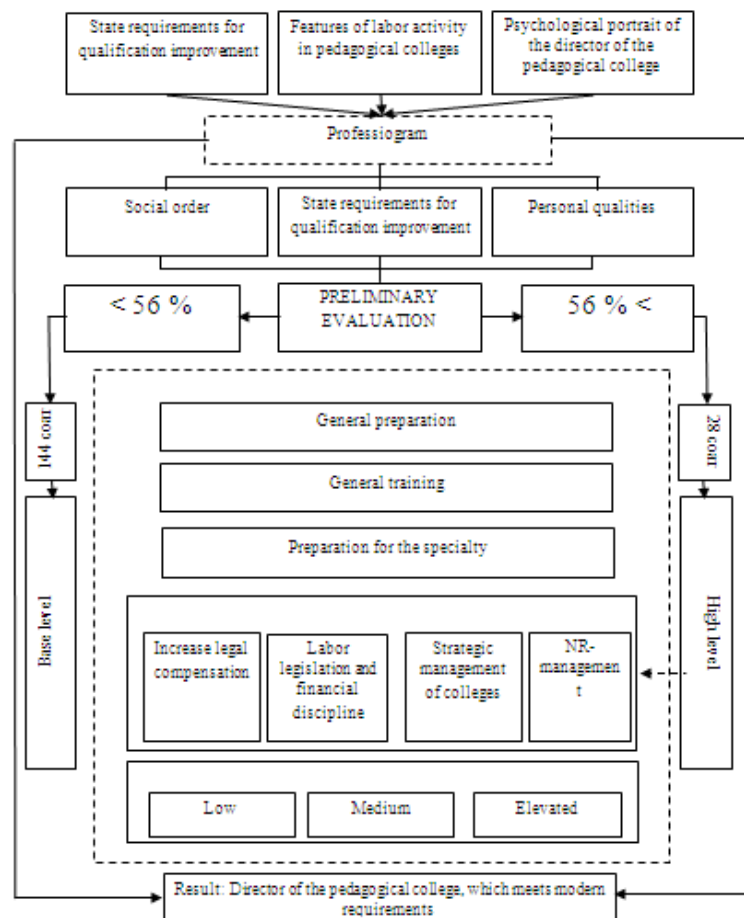
Despite the results of the conducted research, scientists could not compromise on the set of qualities that clearly distinguish a successful leader. The advantage of using an individual approach, S.L. Ezopova believes that the choice of the leader and the accuracy of attestation is to increase the reliability of professional activity [7]. The main limitation of using the approach under consideration is the abstract nature of many factors that exist in certain organizations and affect the activities of the leader.

This rule is confirmed by numerous studies in psychology, akmeology, management. The need to improve the skills of the heads of pre-school educational organizations requires the creation of special conditions in the system of professional development. In order to achieve this goal, we developed and tested a professional model of improving the skills of pre-school teachers, using the setting of professional goals, the professiographic project of the curriculum, the professional diagnostics of professionally important qualities and the evaluation of the effectiveness of the model implemented. In the process of model implementation, we have relied on the following principles, which we have chosen and substantiated in the previous paragraph, so it remains to be limited in their enumerations:

- the principle of attitude to the leaders of pre-school educational organizations as a subject of their professional development;
- the principle of individualization;
- the principle of mental comfort;
- the principle of adequacy of information;
- activity principle;
- the principle of contextuality of teaching;
- the principle of relative completeness of the educational process.

One of the important components of any didactic system is the component that corresponds to the goal. The scientific management of the educational organization is based on the knowledge and use of the object itself and the object laws and laws of the theory of scientific management. These laws and laws are diverse, they cover the spheres of legal relations, education, management, physiology, psychology, pedagogy. We took advantage of the profессиographic project of the management qualification program, since the profессиogram fully reflects the content of the management activity of the leader. The profессиogram is developed on the basis of normative documents, which indicate the duties of the leader, the requirements of the society. The directions of activity of the leader presented in the profессиogram constitute the content of blocks of the qualification program.

Professional modeling of types of professional activities, professional skills, which the specialist must possess, allows you to record the results of the educational process - the characteristics of activities that are characteristic of the leader in professional activity.



2.2-figure. Improved practical model of professional development of the heads of the organization of preschool education

The profессиogram plays a great role in the understanding of the professional skills that leaders receive in the process of professional development and in the evaluation of professional activity itself, in the adequate understanding of their professional aspirations. In our opinion, as the criteria for indicating the success of the management activity of the heads of pre-school educational organizations, the system of the types of managerial activities presented in the profессиogram developed by US is optimal. In this case, the regulatory requirements for the effectiveness of the qualification process will be preserved.

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