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IJIEMR Transactions, online available on 12th May 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-05>

DOI: 10.48047/IJIEMR/V11/I05/11

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Volume 11, Issue 05, Pages 72-79

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TOOLS TO INCREASE THE EFFICIENCY OF MANAGERS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

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Annotation: This article discusses the tools to increase the effectiveness of managers of vocational education institutions, the professional qualities of the leader in the psychological structure, the functions of managers.

Keywords: professional education, advocacy, leadership responsibilities, development of communicative competence, planning, organization, leadership and control, management cycle, competency development.

INTRODUCTION

The activities of each agency and organization play an important role in creating a new image of our country in the world community, the formation of "New Uzbekistan". In this sense, foreign countries, foreign guests, let the confidence of the citizens of our country in the developing country, the positive changes in it, increase their confidence in the future, feel a sense of pride and arrogance. The groundwork is laid. In this process, all the qualities of a certain official, for example, the activities of the head of an organization, from behavior, behavior, discipline, ethics, dealings with employees and others, in short, to personal personal qualities, can only be attributed to this leader. , but also affects the formation of the "image" of the organization. This is because the human race is by nature a tendency to evaluate the whole (community) according to the actions of one (individual). The position of "leaders" who are

strict, honest, fair and conscientious has always been high among the people.

The main part. Today, a number of positive steps are being taken in the Ministry to train such leaders. Repetition is the mother of knowledge. In today's fast-paced world, we have no right to lag behind the times, so each of us needs to work harder, read books, acquire knowledge, and be aware of daily news and changes. .

According to J. Ader, leaders perform eight practical functions: task assignment, planning, coaching, monitoring, evaluation, motivation, organization, and personal role modeling. To ensure effective work, the leader must coordinate as much as possible the solution of the interests of individuals, groups and management tasks, they should not contradict each other, otherwise he will not be able to perform their duties.

A common feature of the manager's management activity is the right to legally command the object of management, to establish his will, opinion through a system of administrative, economic, power mechanisms. Regardless of the form of ownership of the enterprise, the manager, on the one hand, is objectively included in the system. The government sees in its activities the support of the political regime, the source of tax revenue, and the foundation of social stability. The success or failure of an institution depends directly on the effectiveness and correctness of its decisions. An enterprise may even be planned and unprofitable, but this does not lead to a change in management style. An important difference between management activity and other forms of human activity is the responsibility to the owner to make socially important decisions that affect the interests of the majority and their correctness and effectiveness. Resolving the conflict between the general and specific characteristics of management activity, as well as its impact, personal qualities are characterized by the concept of a leading "management style" in the decision-making mechanism. It is important to emphasize the integral feature of the decision-making process, which requires special personal qualities. The management method establishes both general, algorithmic operations, as well as single, specific operations that reflect the individual characteristics of the manager's professionalism.

They describe his behavior not as general, but as typical, "stable, unchanging, constantly manifested". Recently, the evaluation of management methods among researchers has changed significantly. Russian psychologist R. Shakurov emphasizes that not every individual mental quality is included in the style as a whole, but only at the level and form necessary for this activity. The forms and extent of manifestation of mental traits are strictly regulated because management roles are socially important. Since there are many views on management methods, it is necessary to strive for their synthesis in terms of results.

In the process of professional development of managers of the professional education system, the content of information and didactic support has been improved as a result of the development of intellectual thinking skills, communicative competence, improvement of curricula and science programs, the organization of a pyramid of educational clusters. The system of professional education focuses on the management of professional activities through the continuous development of the capabilities of software products, training managers to independently create software products. Preparation was carried out. This, in turn, will improve the quality and effectiveness of training.

The advantages of the modeling method in modern pedagogical research, its suitability for the set goals and objectives have determined the expediency of

developing a model based on appropriate methodologies to develop the communicative competence of managers of the professional education system in the context of intersectoral cooperation. Depending on the type, the model can be classified as meaningful. Structurally interrelated components include goals, content, activities, evaluation criteria, and outcome blocks. In the context of this research, network interaction is understood as a system of vertical and horizontal connections that provide quality training for all categories of management, openness of educational institutions, flexibility of educational programs, use of modern information and communication technologies and development of professional competence. The model's evaluation criteria block is characterized by four criteria for assessing the communicative competence of managers in the professional education system: motivational, reflexive, cognitive and activity.

The functional structures of communicative competence have identified assessment indicators for each criterion, indicating the most complete and comprehensive assessment methods that allow to determine the level of development of this competence (low, medium and high). Implementation of the development of communicative competence of managers in the system of professional education in the process of professional development based on the mutual integration of educational institutions, production and employment centers,

organizational and pedagogical conditions for the development of cooperation. requires the development of conditions. Today's socio-economic conditions do not guarantee a stable job for graduates of vocational education. The study of the main mechanism for the protection of vocational education graduates in a market economy shows that it is necessary to implement a teaching methodology based on a competency-based approach in the process of professional development of professional education managers.

Differences in competency development levels are statistically significant for all assessment criteria without exception. Positive dynamics of communication motivation, dialogic description of communication interaction, increased interest in various formats of cross-sectoral interaction, and in this process the real participation of managers of the professional education system in the experimental group, as well as mastery and quality provided a significant increase in performance.

The main management functions are relatively separate areas of management activity. Functional links of management are separate, relatively independent types of activities, a series of interconnected stages, the complete composition of which forms a single management cycle. The end of a cycle is the beginning of a new one. Thus, the transition to high-quality cases of the managed system is

ensured. There are several functions of educational management. Lazarev V.S. distinguishes between them planning, organizing, leading and controlling. These key features include Slastenin's V.A. additive pedagogical analysis, goal setting, regulation. A.M. Moiseev, Doctor of Pedagogical Sciences, Professor of the Academy of Advanced Training and Retraining of Educators, identifies three major groups of management functions of the educational institution (Figure 1):

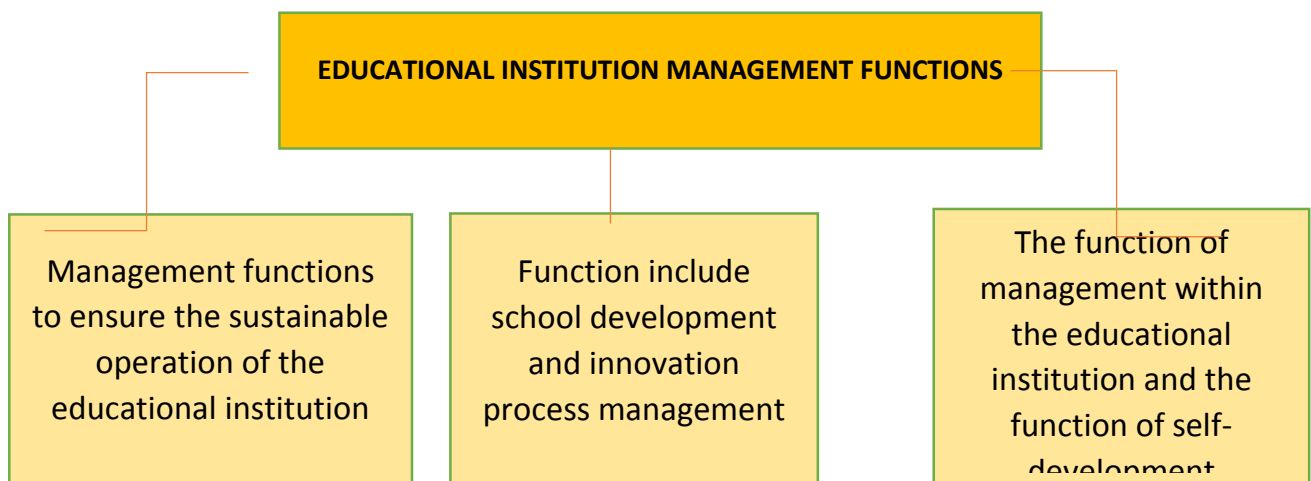


Figure 1. Educational institution management functions.

Summarizing the views of these scholars, we reveal the following functions of educational institution management: analysis, goal setting and planning, organization, management, control and regulation.

Analysis - a relatively isolated stage (stage) of cognitive management, the essence of which is the creative study, systematization, generalization and evaluation of various information on socio-economic conditions, implementation of legal education policy, meeting social needs, established management practice experience at all levels. The function of pedagogical analysis in the modern sense is based on the theory of management within the educational institution Yu.A. Introduced and developed by Konarjevsky. In the structure of the management cycle, pedagogical analysis has a special place: any management cycle, consisting of a series of interrelated functions, begins and ends with it. The exclusion of pedagogical analysis from the general chain of management activities leads to its fragmentation when the functions of planning, organization, control, regulation do not have a logical basis and completeness in their development.

The effectiveness of management is largely determined by how well the leaders of the educational institution have mastered the methodology of pedagogical analysis, how

deeply they study the identified facts and identify the most characteristic connections. Timely or unprofessional analysis of the activities of the director of an educational institution leads to uncertainty, uncertainty, and sometimes unreasonableness of decisions made at the stage of goal development and task formulation. Not knowing the real state of affairs in the pedagogical or student community creates difficulties in establishing the right system of relationships in the process of regulating and correcting the pedagogical process. The main goal of pedagogical analysis as a management function, Yu.A. Konarzhevsky consists of studying the state and development trends of the pedagogical process, an objective assessment of its results, and then developing recommendations for the regulation of the managed system. This function is one of the most time-consuming tasks in the structure of the management cycle, because the analysis involves the separation of parts in the object under study into a single unit, establishing connections between the factors that make up the system. In the theory and practice of in-school management, Yu.A. Konarzhevsky and TI Shamova identified the main types depending on the content of pedagogical analysis: parametric, thematic, final. Parametric analysis is the study of daily information about the course and outcomes of the learning process, identifying the causes that disrupt it. Thematic analysis focuses on the study of stable, recurring

relationships and trends in the course and outcome of the pedagogical process.

The content of the final analysis of the work of the educational institution in the academic year is based on the following areas: the quality of teaching; implementation of educational programs and state standards; the quality of students' knowledge, skills and abilities; the level of education of students of the educational institution; condition and quality of methodical work in the institution; effectiveness of working with parents and the community; the state of health and sanitary-hygienic culture of schoolchildren; school council, pedagogical council activities, etc. Conducting the final analysis, its objectivity, depth and prospects prepare the work on the plan for the new academic year. Goal setting and planning as a function of school management. The process of managing any pedagogical system involves goal setting (goal setting) and planning (decision making). Improving goal setting and management planning is related to the need for continuous development and mobility of the pedagogical system.

Slastenin V.A. "The purpose of management activity is the starting point that defines the general direction, content, form, and methods of work. the goal in the ring is then to break down the overall goal. Thus, the attainment of a common, common goal is accomplished through the realization of the individual goals that constitute it.

There are 3 main blocks of professionally important qualities in the psychological structure of a leader:

I. Professional competence, which includes: knowledge, skills, qualifications (special); administrative-legal, economic competence, socio-psychological competence, ie. knowledge in the field of psychology.

II. Pedagogical skills are the ability to influence other people in order to change people's characteristics and status in a focused way.

III. The block of qualities: - organizational skills (leadership block) ie. the ability to coordinate and coordinate people's joint activities, set tasks, encourage, control, joint activities lead to the solution of tasks and tasks. - Moral and ethical qualities (the ability of a person to comply with the standards of business ethics). - Communication skills (for business communication).

Conclusion. In order to ensure the quality and effectiveness of professional education, curricula based on a competency-based approach have been developed to teach students to apply the knowledge, skills and competencies they have acquired in their daily lives, and implementation will begin in the new academic year. On the basis of professional educational institutions will be introduced training in modern agricultural technologies, the establishment of "simulation centers". Another important aspect is that from now on, based on

the capabilities of professional educational institutions and vocational training centers, greenhouse, livestock, beekeeping, fishing, rabbit, poultry, horticulture, lemon growing, vegetable growing with the involvement of students, entrepreneurship and small business in the manufacturing and service sectors.

Implementation of the development of communicative competence of managers in the system of professional education in the context of network interaction based on the mutual integration of educational institutions, production and employment centers for the development of the system, organizational and pedagogical conditions for the development of cooperation. requires the development of conditions. Today's socio-economic conditions do not guarantee a stable job for graduates of vocational education. The study of the main mechanism for the protection of vocational education graduates in a market economy shows that it is necessary to implement a training methodology based on a competency-based approach based on international experience.

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