

THEORETICAL ASPECTS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE DIRECTORS

Djabborov Farrux

Chief Specialist of the Finance Department of the

Jizzakh Regional Department of Preschool and School Education

Abstract: This article analyzes the theoretical foundations of developing the professional competence of future directors. It is substantiated that the effectiveness of managing educational institutions directly depends on the professional knowledge, skills and qualifications of the leader. It also highlights the role of innovative approaches, management theories and modern leadership competencies in leadership activities.

Keywords: professional competence, future director, head of an educational institution, management, management, leadership, innovative approach, theoretical foundations, qualifications, pedagogical factors.

The rapid development of social life, rapid changes in science, engineering, and technology require the organization of the educational process to take into account periodic changes and to instill scientific innovations in future personnel. This, in turn, demonstrates the relevance of the goal of developing students' learning and social activity, and achieving their ability to think independently, through the organization of teachers' pedagogical activities based on innovation and project management and projects. In solving these tasks, the formation of professional competence and competence qualities of the future director of a preschool educational organization among applicants studying in the field of preschool education at higher educational institutions is of decisive importance.

The peculiarity of modern education is characterized by the use of new forms, methods and means in pedagogical activity in accordance with the social and economic changes taking place in society. The organization of the educational and upbringing process in new ways, the selection of effective methods and effective means require the directors of preschool educational organizations to have professional competence.

R.Kh. Dzhuraev shed light on the concepts of "competence" and "competence" from a theoretical perspective. For example, while the term "competence" is recognized as an ability that "requires constant enrichment of one's knowledge, learning new information, sensing the demands of the day and time, the ability to search for and find new knowledge, re-use it, and use it in one's practical activities," the concept of competence is "a constantly growing classification of a person, capable of solving problems that arise in real-life situations." "the opportunities to mobilize their abilities, knowledge, educational and life experiences, values, and interests" [1, 6]. The author believes that a competent specialist should have the skills to use methods and techniques that are appropriate for the current situation, to select and apply methods that are appropriate for the current situation, to reject those that are not appropriate, and to approach the issue critically [1, 6].

R.Kh. Tugushev considers competence and competence as the most important factors in achieving professional competence of a specialist. According to him, competence is a set of steps taken by a person towards professional development, the continuity of which ensures the achievement of professional competence by a specialist. Therefore, R.Kh. Tugushev understands specialists who are masters of their work as competent. Therefore, they effectively organize their work as specialists, adequately understand the problems associated with their professional activities, set clear tasks for themselves in solving them, and also find solutions to existing problems [2; 140].

In our opinion, the development and assessment of the professional competence of preschool education directors requires the direct implementation of the above-described competency models. Therefore, the quality of the future leader's education, his contribution to ensuring his effectiveness, and the level of his participation in the upbringing of a harmonious generation are determined precisely by his personal qualities, the results of the activities performed by him, and the social significance of the tasks.

Some scientists in their research work also try to theoretically describe the concept of "core competence". For example, according to I.A. Zimnyaya, core competencies are competencies that ensure a person's normal life activity in the social sphere. Professional and educational competence is formed and developed consistently by an individual in the process of organizing this type of activity. Social competence describes the individual's relationships with society, the social environment, and other people [3].

It should be emphasized that the development of educational and professional competence is inextricably linked to the planning and control of the implementation of educational tasks. It can also be a key factor in the initiation and manifestation of activity. Indeed, basic competencies are the necessary competencies that ensure the existence of a social subject in society, its development, and the consistent, continuous and systematic organization of social, everyday, educational, labor and professional activities.

“Basic competencies are the general abilities of a person that ensure the speed of mastering knowledge and skills in professional activity, as well as the generalization of methods of performing actions, and their use... Some basic competencies ensure increased productivity of various types of activity. Basic professional competence determines the socio-professional speed of a specialist, that is, with the help of competencies, he quickly adapts to various social and professional groups” [3, 26].

Indeed, core competencies, by their very nature, serve as a “central point” for the proper organization of activities, their effective organization, and the achievement of expected results.

M. Mulder, confirming the above ideas, emphasizes that competence consists of various competencies. According to him, competencies are an interconnected group of knowledge, skills and attitudes used in real conditions and are components of general competence. In general, the development of competencies is a socio-constructive process that serves to improve the quality of work processes in specific, interconnected situations of learning [4]. The author defines the concept of “competence” as follows: competence is the ability to apply knowledge and skills in practice [4].

It is also necessary to mention that when S. Shaw grouped the skills that a person must master in order to organize life activities, he indicated a specific age category as the object of research, and it was

necessary to take this aspect (age category) into account. Zero, the groups of skills noted by S. Shaw are reflected in the personality of both preschool and primary school children (literacy, numeracy) and adolescents (information processing, social activity, problem solving), and even people of androgynous age (searching for business opportunities, giving advice, analytical thinking, analysis, planning, control).

The report of the UNESCO Commission on Education, "Education: the hidden treasure", delivered by Jacques Delors (1996), emphasizes the need for education to help the individual develop and develop the following four competencies:

1. Learning English. This is achieved by combining, to a sufficient degree, general culture with limited opportunities for work in specific subjects. This situation highlights the essence of the process of learning to read, taking advantage of the opportunities of continuous education.
2. Learning to do. This competence creates the opportunity not only to achieve professional qualifications, but also to work effectively in a wide range of situations and in a team of social actors. This competence requires young people to learn to function in the different social and work contexts in which they encounter, either casually or formally, and thus to prepare for the next stage of their education.
3. Learning to live together. This competence involves developing a sense of understanding and connectedness with others, implementing common projects, and being prepared to resolve conflicts while respecting values based on pluralism, mutual understanding, and peace.
4. Learning to live. This competence expresses the importance of acting independently, freely and with personal responsibility in thinking and acting in a way that shapes one's personality in all aspects. For this, it is required that no internal potential of each person be neglected in the field of education: memory, thinking ability, aesthetic feelings, physical abilities, sociability [3, 24].

The European Union Symposium held in Bern in 1996 emphasized the need to identify key competencies that are essential for students to successfully acquire the necessary knowledge and move on to the next stages of learning when implementing educational reform [4]. The report by V. Hutmacher presents two approaches to defining the core competencies of researchers. According to the opinions of the first group of researchers, the core competencies are divided into two categories - writing skills and rational thinking, and according to the opinions of the second group of researchers, there are seven categories - learning; research; thinking; communication; cooperation, interpersonal relationships; knowing how to do the job and achieve the goal; adaptation is distinguished by skills

Professional competence is most clearly manifested in performing ambiguous tasks in complex processes, in using contradictory information, and in having a plan of action in an unexpected situation.

A.K. Markova believes that when a teacher organizes his or her activities at a sufficiently high level and achieves efficiency in teaching and educating students and applicants, his or her work is recognized as competent. At the same time, the author divides the professional competence of a teacher into four groups. Namely:

1. Special or professional competence - the organization of professional activity at a high level (it consists not only of special knowledge, but also of the effective application of this knowledge in practice);
2. Social competence - knowledge of ways to carry out additional activities in cooperation;
3. Personal competence - self-development, self-expression (independent planning of activities, decision-making, working with information and on oneself);
4. Individual competence - self-management, professional development and innovation.

Thus, in the current conditions, when the flow of information is increasing, technological processes are developing rapidly, and the issue of effective use of human capital is becoming more urgent, the training of highly intellectually competent specialists who are able to withstand strong competition is becoming an important social need.

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