

OPPORTUNITIES FOR DEVELOPMENT OF ECONOMIC COMPETENCE OF MANAGERIAL PERSONNEL OF PROFESSIONAL EDUCATION BASED ON ANDROLOGICAL FEATURES OF PROFESSIONAL DEVELOPMENT

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ABSTRACT:

This article describes the content of economic competence of managerial personnel in professional education and the main features of professional development in the process of developing economic competence. The concepts of qualification and competence are analyzed. The structural competencies of economic competence and the criteria expressing these competencies are analyzed.

KEYWORDS: adult education, androgenic properties, professional development, economic competence, economic efficiency.

INTRODUCTION:

Large-scale reforms are being carried out in the Republic to train qualified and competitive personnel for the labor market and to involve employers in this process by introducing stages of primary, secondary and specialized secondary vocational education. These processes have a significant impact on the management process of professional educational institutions, creating new changes in the paradigm of economic knowledge, which is reflected in the economic development of society and expresses the economic competence of the management personnel of the system. In carrying out the activities of Professional educational institutions, giving them more independence

and rights, increasing the responsibility of management personnel, creating the need to develop their competences in various areas of leadership activity.

It is also important that the level of professional competence of the system management personnel is in line with the modern requirements in the successful implementation of the reforms carried out in the field. From this point of view, the process of professional development should be aimed not only at mastering the professional knowledge and skills of students, but also at creating the necessary conditions for their continuous self-development, taking into account the psychological characteristics of adult students of education based on the principle of "Education throughout life".

In advanced training courses, the majority of the audience consists of specialists of active professional activity, so it is important that the system of advanced training is organized on the basis of andragogical principles.

"Andragogy" (translated from Greek Andros - adult, male; agogein-lead, "leading an adult") is a science that reveals the theoretical and practical aspects of adult learning throughout life. Andragogy in the broad sense of this concept is the science of ways of self-realization of a person throughout life. The main point of andragogy, in contrast to traditional pedagogy, is that the leading role in

the learning process is played not by the teacher, but by the trainee. The function of the teacher in this case is to assist the student in identifying, systematizing, formalizing the personal experience of the latter, correcting and updating his knowledge. In this case, the priority of training methods is changed. Instead of lectures, andragogy mainly involves practical classes, often of an experimental nature, discussions, business games, cases, and solving specific production tasks and problems. In addition, the approach to obtaining theoretical knowledge is changing. Disciplines that contain integrated material in several related areas of knowledge (interdisciplinary disciplines), such as project management, come out on top.

LITERATURE REVIEW:

The process of professional development in our Republic has been studied by a number of scientists as an object of research. In particular, J.G.Yuldashev reflected on the role, forms and methods of professional development in the system of continuing education, problems in the system and ways to solve them

In M.N.Nishanov's scientific work, the scientific organization of professional development work, the categorization of the teaching staff according to the method of General popularization, and the fact that it is a task of the system of personnel training, professional development based on long-term and current plans developed from a scientific point of view, were studied as the main issue. H. A. Nasimov conducted research on the continuous organization of the system of continuous professional development of teachers at the scale of an educational institution. In the process of professional development, the adult audience will pay attention to information about why you need to read, the importance of information, the need to get it, and the consequences of not learning

the curriculum. Also from the knowledge gained during the training "deferred" way, i.e. from the viewpoint of availability to use it not later, in operational practice, changing the level of attention to education in the classroom and, consequently, from the study of the subject as a subject, to learning in a problem-oriented way of learning. In some cases, this feature creates a certain conflict with the expected result of professional development. Adults expect to apply their knowledge and skills in the shortest possible time, but they are offered a theoretical base or standard and special "Cases", which form a set of skills to solve problems. Of course, the educational service provided in the qualifications system is not instantaneous, nor is it a one-time service. However, the development of competence in advanced training courses should be aimed at the formation of a system of knowledge, skills, and personal qualities for performing tasks that need to be performed in professional activities - the development of competence.

Today, the process of professional development is considered as a system that allows you to systematically develop the professional competence of managers and teachers based on modern requirements, while analyzing aspects of the interdependence of the concepts of "qualification" and "competence": in the "Explanatory dictionary of the Uzbek language", qualification (ability, talent, feature, habit) is interpreted as a profession, experience gained as a result of professional activity. Qualification - is an automated skill, which is formed as a result of deep mastering of educational material and profession in a student or listener. Qualification is the ability of teachers to automatically perform their actions in the work process clearly, quickly and purposefully. The speed of skill development depends on its level of complexity, age, individual characteristics, knowledge, and other factors. A person's skills often help in the

formation of another skill. For example, a person who knows how to drive a car can easily learn to drive a tractor and other cars. This situation is called transferable skill. In some cases, an existing skill prevents the formation of other skills. This is called skill interference. From the above concepts, it is clear that "qualification" is interpreted as an inherent quality of a person and their ability to carry out their professional activities with a high degree of automation ." In the second sense, "qualification" is defined by requirements, job descriptions, educational standards, programs, and other legal documents, and is defined as a degree indicating what profession, at what level, to perform work. This means that formal skills expressed in officially defined titles, classes, titles, categories, etc. and the actual skills in terms of the level of skills that a person can actually demonstrate differ. In terms of content, both interpretations of the concept of competence are close to each other, they Express values that are objectively normative and subjectively formed. A number of authors consider competence as part of a qualification. FV. S. Vesnin describes it as " competence - the level of qualification that allows an employee to successfully solve the tasks facing him" German researcher A. Shelton defines the goal of professional development as the development of professional competence of a specialist. Also, the regulatory documents cover "qualification" — the degree of readiness of an employee or applicant for employment (profession), their knowledge, skills and abilities to perform certain labor functions in the relevant profession and specialty, or "qualification" - the ability to apply the acquired knowledge and formed skills in unfamiliar situations and form new knowledge. "Qualification" means the readiness of the subject to successfully solve tasks related to a certain type of activity and perform certain

labor functions in the specialty, and is very close to the term" competence " with the meanings of the ability to apply the formed skills in unfamiliar situations. It should be noted that the concepts of "qualification" and "competence" are different, the qualification is defined in a certain professional field, while the competence may not be related to a specific profession.

MATERIAL AND METHOD

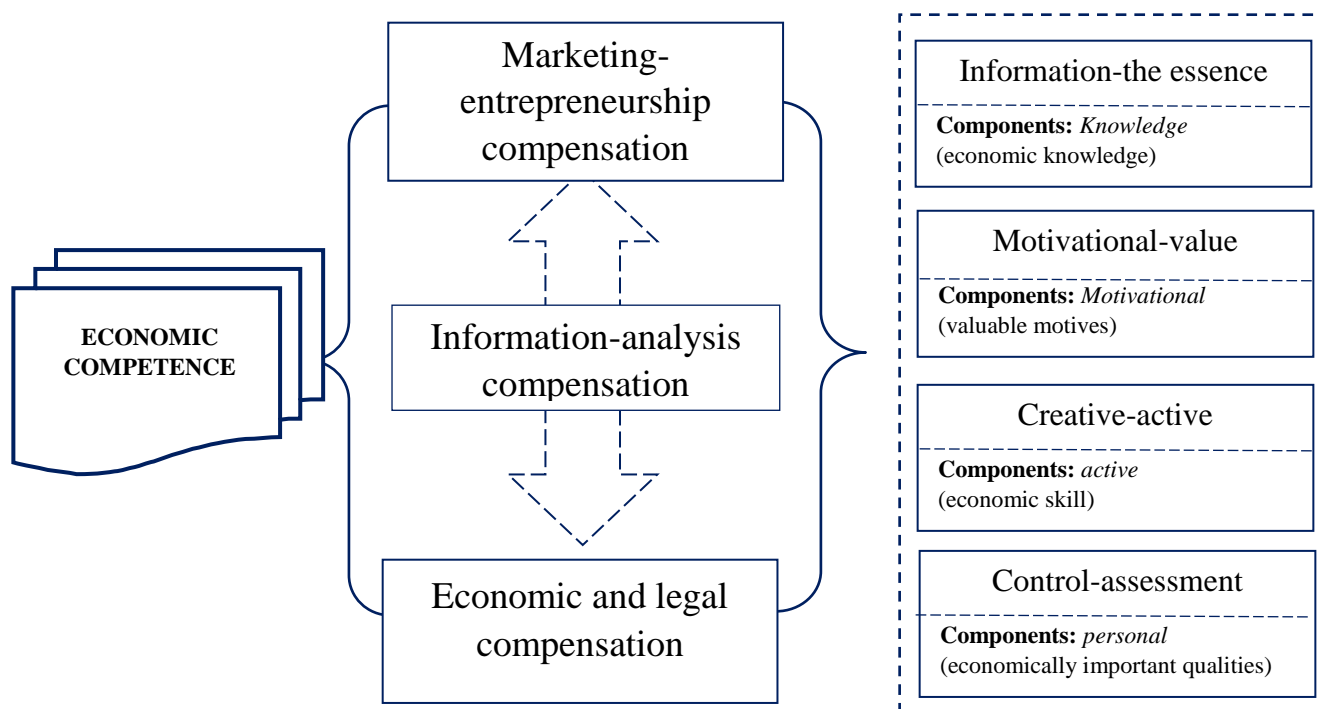
Developing the economic competence of management personnel in professional education on the basis of andrological features of professional development, first of all, attention should be paid to the structure and content of the economic competence of management personnel.

Today, the process of financing professional educational institutions is based on the principles of different levels, multi-disciplinary and financing of which depends on the average per capita income of the student. The peculiarity of financial issues can be largely explained by the characteristics of their customers, buyers and consumers. The economic competence of the head of an educational institution is determined by the nature of his professional "activity".

Economic competence is understood as the unity of theoretical (economic knowledge), practical (experience of economic activity), motivational readiness and ability to carry out this activity. Since in order to become competent, it is necessary to master the competencies that make up the competence, it is necessary to take into account the specifics of the economic activity of the head of a professional educational institution. In our opinion, economic competence should structurally have three types of competencies: marketing-entrepreneurial, business-legal and information-analytical.

Schematically, the structural and meaningful model of the economic competence

of the head of an educational institution is presented as follows.



1-drawing. Structure and content of the model of economic competence of the head of an educational institution

Marketng-business competence is the ability of a Manager to provide a social education order and meet the educational needs of the customer, analyze the market of educational services, ensure the stable functioning of an educational institution, conduct financial and innovative management, business fundamentals, apply them in practice, analyze economic processes, search for resources and funds in the process of implementing educational services.

Economic and legal competence is the ability of a Manager to legally resolve issues related to the main activity of an educational institution within the established competence, and is regulated by knowledge of economic, legal models and economic laws, their practical application, adaptation of certain methods of activity independently to new economic conditions, as well as personal values and

motivations that characterize the vector of knowledge of the legal framework that allows the Manager to use financial resources effectively, without risk.

Information and analytical competence is a set of knowledge, skills and abilities of a Manager to analyze the economic activity of an educational institution, evaluate the effectiveness of an educational institution based on data from financial and software complexes based on external and internal economic factors, as well as values and motivations defined as personal characteristics that characterize the vector of its economic activity.

RESULTS AND DISCUSSIONS:

The adult learner sees himself as an independent, self-governing person. The task of the teacher will be to help identify problems, systematize the student's personal experience,

correct the acquired knowledge, develop skills, and so on, in this context, the cognitive, active, motivational, and personal components of each competence were respectively identified as criteria. These criteria were analyzed on the basis of an androgenic approach, with the following content:

Cognitive component is a set of necessary economic and legal knowledge that forms the basis of activity, analyzes and projects real economic situations, and chooses a way to solve economic problems.

Activity component-characterized by a set of skills for solving economic problems. The ability involves understanding the situation, problem, goal, method and conditions through the mechanism of implementation of the skill - this is the application of knowledge in a practical situation and the independent transfer of certain methods of activity to new conditions.

Motivational component - the most important values (values) of the individual are considered as a set of motives and an important characteristic of the direction of management activity.

Personal component-reflects personal qualities, personal skills that characterize the vector of the Manager's activity. In our opinion, an important component of economic competence is the development of economic thinking, which is manifested in the ability to see and analyze economic phenomena

The structural components we have identified are interrelated, their interconnectivity characterizes the degree of economic competence. The cognition component is "to what extent do I know", the active component is "I can do" motivational "readiness" personal "why". represents systems. Of course, the separation of the components of the economic competence of the head of an educational institution into components is conditional, which are intertwined with each other and are inseparable from each other.

Increasing the level of all constituent parts optimizes the professional activity of the head of the educational institution.

CONCLUSION:

Andragogy reveals principles, methods, and tools that help ensure the evolving and adaptable role of education in adult life, as well as enable older people to formulate and implement their educational goals. Since in vocational education the process of management development is increasingly seen as a process of acquisition of competences, the capabilities of the system qualification include the following items with consideration of andrological characteristics:

- Compliance of the content of management personnel training programs with the goals, objectives and results of their professional activities;
- Building the educational process taking into account the individual needs of management personnel;
- Preparation of an additional training program based on the previous experience of management personnel;
- Modularity of training organized on the basis of control results;
- To formulate a system of management skills necessary for carrying out economic activities while providing educational institutions with resources;;
- Formation of economic knowledge, skills and abilities of the Manager, necessary and sufficient for the successful solution of economic problems.

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