

DEVELOPMENT OF MANAGERIAL COMPETENCIES OF FUTURE TEACHERS IN THE CONTEXT OF INNOVATIVE DEVELOPMENT

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Abstracts

This article describes the formation of management competencies of future teachers in the conditions of innovative development, professional competence, the structure of management competence, and the practical importance of organizational-management competencies.

Keywords: Innovative development, professional competence, management competence, organizational-management competence, functional component.

Introduction

As is known, the globalization of the socio-economic space, the active introduction of new technologies, the increasing importance of information resources, increased competition in national and world markets - these and many other factors force the management of organizations to intensify the search for unique information tools. Among the factors of achieving competitive advantages, the level of professional competence of teachers occupies a special place. All this indicates the need to solve the problem of mismatch between the professional competencies of graduates and the requirements of the labor market. In today's conditions of innovative development, the requirements for the professional competencies of future teachers are determined by their contribution to the development of our state, and the increasing need for competitively qualified personnel.

Innovative development is the process of transition to an innovative type of economy, which is carried out through the constant and purposeful search, preparation and introduction of innovations that allow increasing the efficiency of social production. At this time, qualified teachers are required to have managerial competencies, to be able to apply them in practice, and to take their place in the education system of a developed state in the world. Analysis of scientific sources shows that the managerial competence of a teacher is considered as a combination of personal, organizational and functional, or in fact, management components.

The personal component of management competence implies the presence of developed management qualities of a person, which are an important factor in the success of a

teacher's professional activity - this is reflected in social intelligence, organizational and communicative abilities, volitional qualities, the level of subjective control, the orientation of the teacher's personality to professional activity. Organizational competence facilitates the involvement of future teachers in various types of activities and ensures the organization of the educational and cognitive activities of the teaching staff.

The functional component or real management competence is a constantly enriching system of the readiness, knowledge, aspirations, training and abilities of the future teacher to perform pedagogical management functions. The essence of the teacher's organizational and managerial activity is to choose the most adequate methods and means of educating students, pedagogical paths and directions. Therefore, it is important to develop a system of activities aimed at developing organizational and managerial competence in the process of training students (future teachers). The formation of students' organizational and managerial skills is carried out under the guidance of a teacher with the mandatory acquisition of reflective skills before moving on to independent creative activity in educational and professional activities. Reflective methods are distinguished as a special psychological state that contributes to the conscious, purposeful development of organizational and managerial skills.

Thinking helps the student to formulate the results obtained, to predetermine the goals of further work and to correct his professional path. The process of developing the teacher's organizational and managerial competence is carried out within the framework of competency-based and reflexive-activity approaches. One of the main conditions for preparing a teacher for the implementation of organizational and managerial activities is a problem situation, which is placed in the center of learning in the lesson and requires decision-making. In our opinion, the teacher's managerial competence includes: it is necessary to consolidate knowledge of control theory, active systems theory; planning, design, modeling and forecasting, and the organization of effective activities taking into account the necessary conditions.

In conclusion, it can be said that in the conditions of innovative development, it is necessary for future teachers not only to have managerial competence, but also to use it in practical activities and ensure that they achieve high results.

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