



Problems of Professional Development of Managers and Teachers of Professional Educational Institutions Based on Andragogical Approaches

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Abstract: The article deals with the problems of professional development of managers and teachers of professional educational institutions on the basis of andragogical approaches. The results of the study are included. Analyses of the conducted experiments in quantitative terms and conclusions drawn on quality indicators. Organizational and pedagogical conditions and stages of professional competence development, the influence of the developing training seminar on improving the level of knowledge, skills and abilities of managers are presented.

Key words: professional development, andragogical approach, professional competence

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In the successful implementation of large-scale reforms carried out in the education system of Uzbekistan, it is considered important that the level of professional competence of the managerial and pedagogical personnel of the sphere, capable of performing these tasks at a professional level, meets modern requirements. The reforms carried out also imply significant changes in the management processes of the vocational education system. Today there are enough grounds to talk about professional competencies inherent in the activities of the management and teaching staff of a professional educational institution and forming the basis of its professional skills.

We realized that the theoretical aspects of the problem of the development of educational activities based on the andragogical approach of management and teaching staff in the system of advanced training arose from the need to conduct an experiment on the effectiveness of pedagogical conditions. This can be achieved through experimental and testing work on the introduction of an androgen approach in the process of improving the skills of the audience.

S.I.Zmeev formulated the principles of adult education, which formed the basis of the theory of adult education. The formed principles do not necessarily contradict the didactic principles of pedagogy. They partially develop the existing pedagogical principles[1].

The experimental work consisted of three stages. At the stage of preparation and research, the state of adult education in our Republic and abroad was studied. At the implementation stage, knowledge in the field of professional competence, andragogy and andragogical approach to training managers and teaching staff were studied. A questionnaire was developed and a research hypothesis was formed on its basis, that is, the existing model of professional competence of managers and teaching staff of professional educational institutions, the creation of organizational and pedagogical conditions and the development of professional competence using practical training. The scientific, theoretical and methodological basis of the research problem was studied. We conducted training according to the program produced by the side, it was conducted. At the training "why? Justify!"

[2], the exercise "Business Card", "goals", "Sandwich"[3], "Case", such technologies were used by the D. Kolb cycle[4]. The main goal of the project is to increase professional competence, organize and conduct training sessions, ensure effective training with the help of the existing educational and methodological base, software educational and methodological support and methodological manuals. It was also found that there are three types of competencies: key (Corporate), managerial (managerial), professional competencies of the head and teacher.

Based on the above, it can be concluded that the educational process in which adults study should be organized differently from school education.

During the training, managers, along with acquiring theoretical knowledge, develop cognitive, emotional and behavioral skills in them. In brief, we will focus on the exercises used in teaching in the form of developmental training, their importance, as well as on the current methodology in practice. Such a system of exercises is aimed at creating conditions for the leader to know himself well, his own mood and behavior in them, regulate his own emotional state, reduce anxiety, reduce perseverance:

THE METHOD "why? Justify!"

"Why? Justify" method is a method that helps senior teachers to gain access to the subject, increase motivation, prepare them to master new knowledge, improve the team environment, help each student to strengthen self-confidence and focus on their thoughts. "Why? Justify" is conducted orally.

This method is carried out in accordance with the goal set by the educator:

1. This method is carried out in the introductory part of the lesson, when the training is aimed at improving the skills of students.
2. When the transition from one topic to another is set as a goal, this method is implemented between topics;
3. When the completion of the training is set as a goal, this method is performed at the end of the training.

The basic rules for using the "Why? Justify":

The teacher asks the question, the answers are not analyzed.

One participant from the group participates, the rest will follow him. Stages of the method implementation:

- Cards are distributed to all participants;
- Participants are given the task to write to the person who is dear to him, the most cherished wish;
- wishes are collected, on the table (on a sheet of paper, on a specially designed jar), the paper is folded in half and laid out, stirring;
- Each participant takes one card and reads aloud.

If this method is organized by the teacher sincerely, in his place and in a positive mood, he encourages the teacher in the adult audience to maintain freedom, feel part of the team, temporarily forget about social problems and functions and think creatively during training.

The module "Organization of the educational process focused on educational results" was introduced into the curriculum of teachers of professional educational institutions and teachers of special sciences. The main emphasis during the transition of the module is on the development of

independence among students, the desire to overcome difficulties in achieving goals, motivation to achieve success, the formation of tolerant attitudes towards uncertainty, maintaining calm. To achieve this goal, the development of training sessions for seminars, innovative technologies, teaching methods and practical tasks that develop professional competence was developed on the basis of lectures and educational developments for practical classes. An electronic manual of the modules "development of professional competencies" and "organization of the educational process intended for educational results" was prepared, a certificate of a real estate agency (real estate agency under the Ministry of Justice of Uzbekistan No. 003191, No. 003190) was obtained and put into practice. The level of professional competence of management personnel is assessed on the basis of criteria established by developed tests, questions and practical tasks. The results of the questionnaire and online tests were analyzed comparatively. The main purpose of this stage was to analyze the quality of the conducted experiments in quantitative terms and draw conclusions on quality indicators. In the process of experimental and approbation work, criteria for determining the level of professional competence of the management of professional educational institutions were formulated. Based on these criteria, the evaluation of the effectiveness of the process at several levels aimed at developing professional competence on the basis of training seminars that develop the training of managers was recognized as qualitatively correct, and the indicators of competence levels were evaluated on the basis of "high", "medium", "low" levels. In connection with the characteristics of professional competence, executive competence was evaluated based on the criteria of orientation to motivational, cognitive and innovative activities [2].

Organizational and pedagogical conditions and stages of professional competence development, the influence of the developing training seminar on improving the level of knowledge, skills and abilities of managers were determined depending on the result of the training conducted in the control and experimental groups, and the positivity of the assessments made in the study. Criteria for assessing the level of professional competence of management personnel through seminars and trainings that develop the proposed professional training, the results of questionnaires and experimental training received from the management personnel of the divisions were analyzed quantitatively and qualitatively.

- it has been established that the training process should be conducted on the basis of androgen approaches.

The results of the study were obtained on the basis of a survey of managers and teachers of professional educational institutions.

The questionnaire was attended by 560 listeners, 60% of whom were women and 40% men. It accounted for 40% of adults aged 50-50 years (45%), 51-60 years (36%), 61 years and older.

Of these, 31% were managers, 46% were deputy directors, 23% were teachers.

Those who correctly answered the question about professional competence 28%, communicative competence 34%, if 33% answered correctly, the participant could not give examples of technologies that develop professional competence. 72% of the participants correctly commented on what position they occupy in the activities of the professional leader of the comet (teacher). We found that about 31% of participants are aware of the androgen approach in education.

- Based on the results of a survey conducted among managers and teachers of the education system:
- introduction of professional competence modules into the curriculum;
- the use of educational methods that increase the communicative competence in the training of management personnel;

- increase audience participation in planning and conducting the educational process.

Literature:

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