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PEDAGOGICAL MODEL OF THE DEVELOPMENT OF ORGANIZATIONAL-MANAGEMENT COMPETENCIES OF MASTER'S STUDENTS

Annotation

The article discusses a model that enables the development of organizational-management competencies of master's students. The process of formation of organizational-management competencies in the developed model is of a structural and functional type, and in accordance with the requirements of the integrity of the educational process, motivational-targeted, theoretical-methodological, content-technological, evaluation-resulting interdependent blocks are described.

Keywords: competence, organizational-management competencies, systematic approach, competency-based approach, contextual approach, components.

ПЕДАГОГИЧЕСКАЯ МОДЕЛЬ РАЗВИТИЯ ОРГАНИЗАЦИОННО-УПРАВЛЕНЧЕСКИХ КОМПЕТЕНЦИЙ МАГИСТРАНТОВ

Аннотация

В статье рассматривается модель, позволяющая развивать организационно-управленческие компетенции магистрантов. Процесс формирования организационно-управленческих компетенций в разработанной модели носит структурно-функциональный тип и в соответствии с требованиями целостности образовательного процесса описаны мотивационно-целевой, теоретико-методологический, контентно-технологический, оценочно-результативный взаимозависимые блоки.

Ключевые слова: компетенция, организационно-управленческие компетенции, системный подход, компетентностный подход, контекстный подход, компоненты.

MAGISTRATURA TALABALARING TASHKILIY-BOSHQARUV KOMPETENSIYALARINI RIVOJLANTIRISHNING PEDAGOGIK MODEL

Annotatsiya

Maqolada magistratura talabalarining tashkiliy-boshqaruv kompetensiyalarini rivojlantirish imkonini beruvchi model muhokama qilinadi. Ishlab chiqilgan modeldagi tashkiliy-boshqaruv kompetensiyalarini shakllantirish jarayoni tarkibiy va funksional turga kiradi va o'quv jarayonining yaxlitligi talablariga muvofiq motivatsion-maqsdali, nazariy-uslubiy, mazmun-texnologik, baholovchi-samarali o'zaro bog'liq bloklari tavsiflanadi.

Kalit so'zlar: kompetensiya, tashkiliy-boshqaruv kompetensiyalar, tizimli yondashuv, kompetensiyaga asoslangan yondashuv, kontekstli yondashuv, komponentlar.

- **Introduction.** The changing demands of the population, changes in the economy, as a result of the urgency of attention to the formation of specialist competence, require a revision of the requirements for the training of master's students. Organizational-management activities are one of the types of professional activities for which graduates of the master's degree program are being prepared. In order to effectively perform this type of activity, graduates must have organizational and management competencies.

In pedagogy, there are many works that develop models of formation and development of organizational-management competence [1, 2]. The formation of the organizational-management competence of the master's student at the university is a purposeful process, during which he is not only an object of influence, but also works as a subject of activity and communication in active interaction with cultural and educational institutions, assimilation of socially developed socio-historical experience reflected in the historical and cultural heritage.

Organizational-management competencies refer to professional competencies that constitute the technical tasks of a specialist in the operation and development of educational systems. A model was developed to create a holistic educational system that contributes to the formation of organizational and management competencies.

- **Literature review.** The researches of I.A.Zimnyaya, V.I.Baydenko, Yu.G.Tatur and others show that as a result of higher professional education, a specialist should have a certain competence. The state educational standard of higher professional education reflects the list of competencies that a graduate should have as a result of preparation for professional activity.

The research conducted by E.M. Zarubina presents a model of formation of management professional competence of students of technical specialties. This model includes objective, theoretical-methodical, organizational-methodical and effective components at the level.

V.S. Sherin develops a model of formation of management skills of a specialist in the field of physical education and sports in his dissertation research. According to the author, it is formed from the components of management activities of a physical education and sports specialist: organizational, design, constructive, communicative, mobilization [3].

M.G. Kolodeznikova, D.N. Platonov, V.I. Egorov, the process of development of the manager's management skills was presented in the form of a structural-functional model in the field of physical education and sports.

- **Research Methodology.** The research methodology included a set of different methods aimed at achieving the set

goal: theoretical methods: theoretical and methodological analysis made it possible to formulate the initial positions of the study; conceptual and terminological analysis was used to characterize and streamline the conceptual field of the problem; a systematic approach served as the basis for a holistic consideration of the problem of the formation of organizational and managerial skills of student youth by means of information and educational technologies for socio-cultural activities.

- **Analysis and results.** Organizational-management competencies refer to professional competencies that constitute the technical tasks of a specialist in the operation and development of educational systems. A model was developed to create a holistic educational system that contributes to the formation of organizational and management competencies.

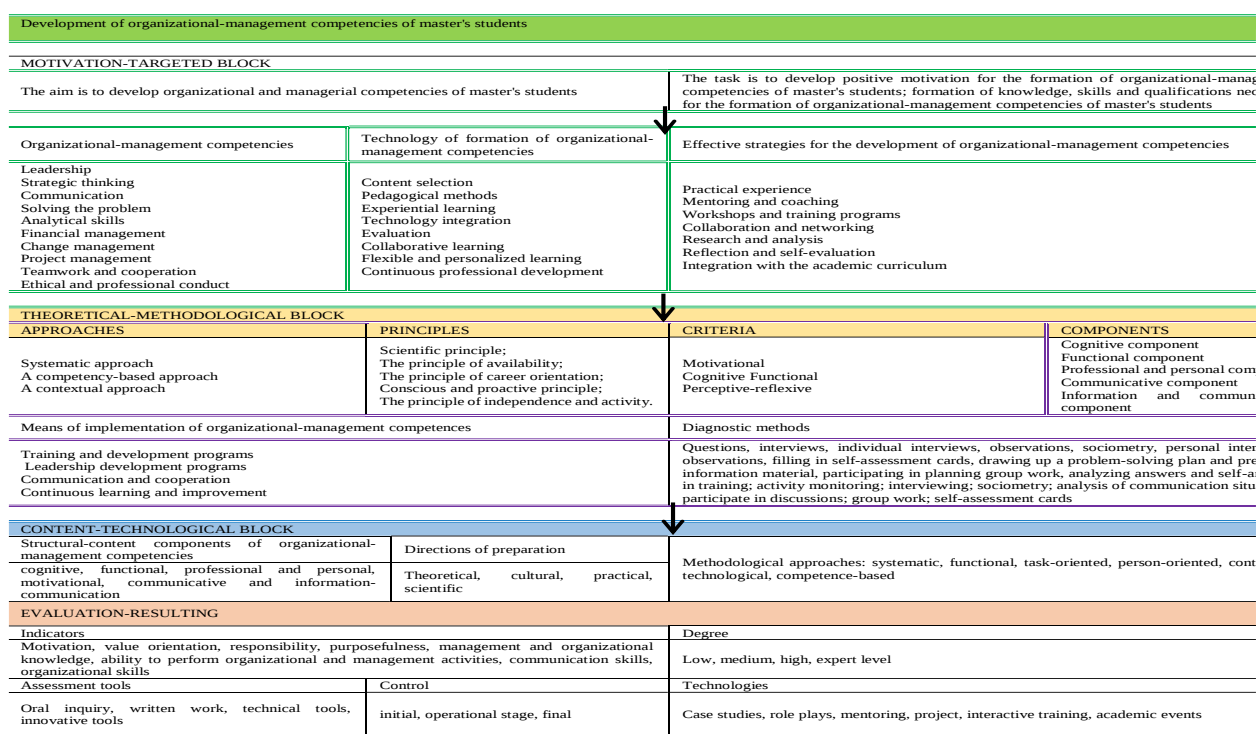
The process of formation of organizational-management competencies in the model developed by us is of a structural and functional type and represents interrelated blocks in accordance with the requirements of the integrity of the educational process: motivational-purpose, meaningful-technological, evaluation-result (see Picture1). We reveal the content of each block of the model of formation of

organizational and management competencies of master's students:

The motivational-targeted block includes the result that can be achieved within the framework of the temporary result and the goal and task of the model. Education for the formation of organizational-management competencies of master's students, their implementation is carried out through a set of scientific approaches and principles.

In the theoretical-methodological block, it is appropriate to distinguish the following approaches in creating a model for the formation of organizational-management competencies of master's students:

Systematic approach and direction of the methodology of scientific knowledge based on the consideration of objects as a system. The approach provides an opportunity to effectively implement more specific approaches with a clear statement of the problem in the preparation of master's students within the framework of the implementation of the main general education program [6]. A systematic approach helps to take an active approach to the acquisition of knowledge, skills and competencies in the field of education by studying the main components of activity, studying and describing the features of the process of formation of organizational and management competencies.



Result: development of organizational-management competencies of master's students

Picture 1. Development of organizational-management competencies of master's students

Competency-based approach - allows to determine the content, structure and expected result of the formed organizational-management competence. The formation of organizational-management competencies, in our opinion, is an educational process aimed at improving the individual and has the nature of activity, which indicates the need to use this approach. Competence-based experience has its own characteristics: in mastering competence-based experience, there is always a comparison of the achieved result of the student's practical or cognitive or any other activity, that is,

with the desired result predicted or predicted by him. Forecasting is the anticipation of a possible outcome or possible course of action, and even a visual representation of its image. The capacity development indicator is the zero difference between the planned and actual results of the activity. The exact type of activity performed is not important here, only the difference between the desired goal and the goal actually achieved is important. The scope of experience based on competence and its duration, if the student does not know about the increase and progressive change of his knowledge or

methods of activity (skills and abilities), does not guarantee the formation of the necessary level of management skills before the experience. These changes can speed up or slow down the rebuilding. In their absence, qualification experience is not obtained. If the student does not gain anything from his experimental activity, even if it is repeated many times, he does not enrich his previous experience. Analytical and comparative activities help the student to distinguish and study specific areas of reality in which he is competent. What makes a student perfect is not repeated performance of any activity (for example, a large number of completed exercises, subject problems, etc.), but a comparative analysis, comparing the planned course of its implementation with the real one, and obtaining appropriate reflective conclusions.

The structure and mechanism of acquiring competence experience is different from the structure and mechanism of experience in the student's knowledge activity.

It has a multi-directional basis, in which knowledge performs different functions. If in the cognitive process theoretical knowledge acts as an object of assimilation, and then as a product of cognitive activity, then in the experience of competence they perform new functions related to the design of activities:

- creating an image of the final product;
- to highlight data to be converted and analyzed.

The activity parameter also gets new functions in the design activity:

- activity tools are designed;
- the technology of solving the situational problem is defined - operational stages.

The design and determination of possible courses of action, as a rule, have a probabilistic nature, because they are not completely accurate, they are based on heuristic methods and methods characterized by significant uncertainty, distinguished by vague instructions (algorithms) to achieve a certain result. Heuristic methods and techniques allow designing the result of an activity using the system of mental actions: evaluating previously used rules and methods; observing how others do it; looking for new ways to solve the situation. The heuristic nature of experimental activity is determined not by its content, but by the level of novelty of this content for the person performing this activity [5].

Competency-based experience helps the student's social and personal adaptation to the surrounding reality. Therefore, the organization of this experience is related to intensive methods of influencing the student's semantic field, his creative features, creative self-expression and motives. Competence experience is a new characteristic of the quality of education received by the student. This characteristic is multidimensional, holistic, and does not fully correspond to students' ability to apply existing knowledge and skills in practice, but includes this ability.

In order to ensure the professional competence of the future specialist, the contextual approach allows to strengthen the process of vocational training of students by bringing the content and form of education as close as possible to the content and form of professional activity.

The listed approaches are implemented on the following principles:

The scientific principle means that the content of education corresponds to modern science and the methods of scientific organization of education.

From easy to difficult, from known to unknown, from simple to complex, from close to far, the principle of availability formulated by Ya. A. Komensky includes the use of accumulated knowledge in teaching. In this case, it is appropriate to take into account the individuality of students, to draw attention to the manifestation of special and universal universality of students in handing over material.

The principle of vocational orientation of education is aimed at the maximum inclusion of practical material in the teaching of general scientific subjects at various levels and the inclusion of special courses with elements of organizational and managerial competence formation in the educational process.

The principle of conscious and active listeners, which is one of the principles universally recognized as one of the principles of effective education by Professor I.P. Podlas, is aimed at conscious learning.

The principle of independence and activity is aimed at demonstrating cognitive activity of master's students. The content block of the model consists of the step-by-step formation of students' organizational and management skills during the implementation of the master's education program.

The evaluation-result stage includes the criteria and indicators for the formation of organizational-management competencies. Criterion - organizational and management competence as a set of components: motivational-value, cognitive, communicative, functional. We have determined the indicators of each of the criteria:

- motivational value - valuable attitude to the received profession;
- cognitive - academic indicators;
- activity - the practical side of master's training;
- communicative - formation of communicative competence.

The above indicators and criteria made it possible to determine the levels of formation of organizational-management competencies: low (availability of fragmented knowledge or practical absence), average (availability of sufficiently complete knowledge) and high (deep knowledge).

Conclusion. The expected result of the developed model is the formed organizational-management skills of students in the implementation of the main educational program of the master's program.

The model, without claiming to be a complete solution to the problem, allows to understand the process of competence formation, to analyze the shortcomings and advantages of the process, and therefore to correct it.

The model of development of organizational-management competence developed in this study can be implemented during the stage of professional training of a master's student in the course of conducting experimental work.

The effective implementation of the model is supported by a set of conditions for the formation of organizational-management competence of the graduate students.

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