



FACTORS FOR IMPROVING MANAGEMENT COMPETENCE IN STUDENTS

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ABSTRACT

Based on the necessary pedagogical conditions, the value of factors and criteria affecting the personal and professional improvement of a specialist, several factors of improving managerial competence, and the opinion of foreign scientists on them are described.

KEYWORDS

Competition, factor, improvement, manager, education, factor, research, environment, independent, motivational, opportunity, personnel, activity, creative, approach.

INTRODUCTION

Globalization and the rapid development of science and technology require specialists to quickly adapt to the demands of the times and professional innovations. Today, life itself requires that a specialist cannot successfully organize his personal and professional activities with the knowledge he received at a higher educational institution 5-10 years ago, and cannot ensure competitiveness in the labor market. This, in turn, determines the urgency of the issue of

ensuring the level of professional and personal development by constantly improving the professional level and qualifications of specialists, retraining them in accordance with modern requirements and improving their qualifications.

One of the necessary pedagogical conditions that ensure sustainable professional development is the determination of the factors affecting the personal and



professional improvement of a specialist and their criterion value.

In particular, the high level of managerial qualities and training of students of higher educational institutions, the development of management skills, the ability to master and apply modern pedagogical and information technologies, advanced foreign experiences in the field, and the skills and qualifications Mastery, in a word, requires consideration of the cognitive analysis of factors affecting the effectiveness of processes of improving managerial competence.

The methodology of organizing and managing the educational process in higher education, in turn, requires determining the leading factors that guarantee the effectiveness of this process. Based on the results of the research, metacognitive, acmeological and andragogic factors of improving professional managerial competence of students of higher educational institutions are classified.

It is known that metacognitive factors are a set of factors that are the basis for mastering new

knowledge and self-professional development based on professional knowledge, skills and managerial competencies of the specialist.

Metacognitive factors that affect the formation of professional competence of a specialist in the scientific research of D. Flayvella, A. Brown, S. Tobias, H. T. Everson, V. Schneider, M. A. Kholodnaya, M. V. Kondurar, A. V. Karpova, E. V, Wilson L. O. Anderson and others they study motivational, cognitive, neurolinguistic, social, functional, independent self-professional development.

Metacognitive factors combine the motivational, intellectual and emotional sphere with the highest possibilities of professional and personal development, content knowledge, that is, the personal capabilities of personnel, the level of existing training; procedural knowledge - new knowledge and skills acquired in the process of solving complex and non-standard tasks of professional activity; strategic knowledge-includes informational and analytical processes aimed at increasing the efficiency of activity (Figure 1.5).

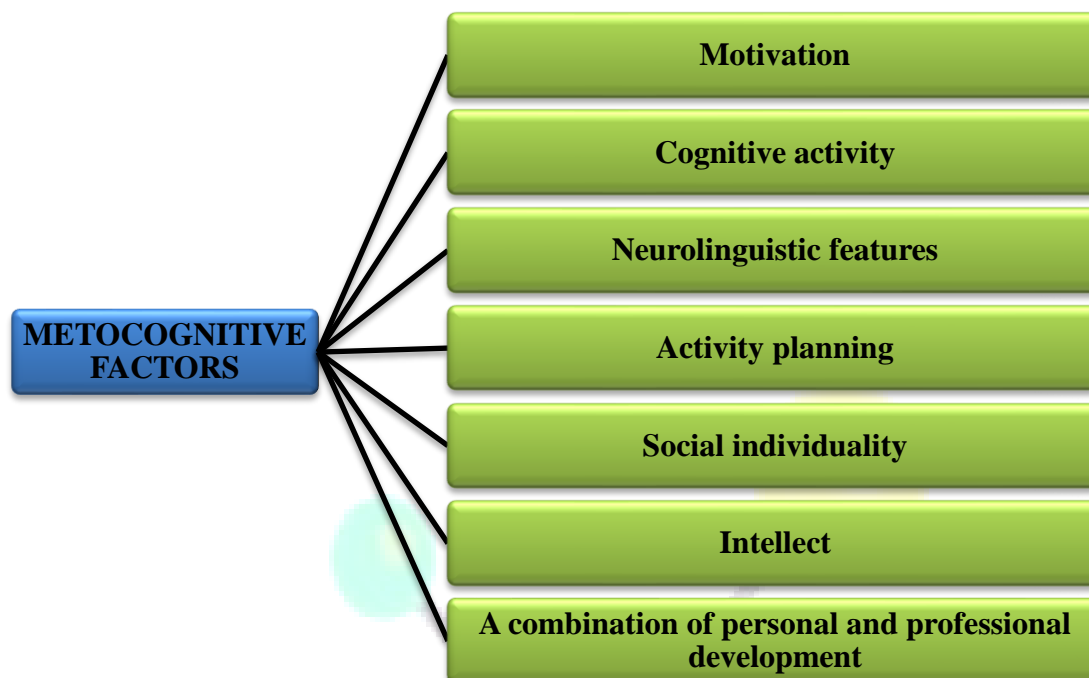


Figure 1.5. Metacognitive factors of improving managerial competence

Another factor affecting the improvement of managerial competence of students of higher educational institutions is acmeological factors.

Acmeology is a branch of science that studies the phenomena, laws and mechanisms of development during the period of maturity of a person, and especially when professional development reaches a high level, which usually indicates the formation of maturity in him. The concept of "acme", which is considered one of the main concepts of science, is derived from the Greek acme - maturity, peak, perfection, rise, maturity, logos - teaching, science)

and its content is more used as a science of adult human development. is used [94; pp. 5-9].

A person's rise to the level of "acme" as an individual, a person and a subject of creative activity is often not compatible with each other, or one can only speak of relative compatibility. It defines the similar and different aspects of different people and, from this point of view, sheds light on the uniqueness of the influence of factors that determine the individual landscape of maturity. According to Shundy, it is important to pay attention to the following acmeological factors in improving the managerial competence of students (Figure 1.6).

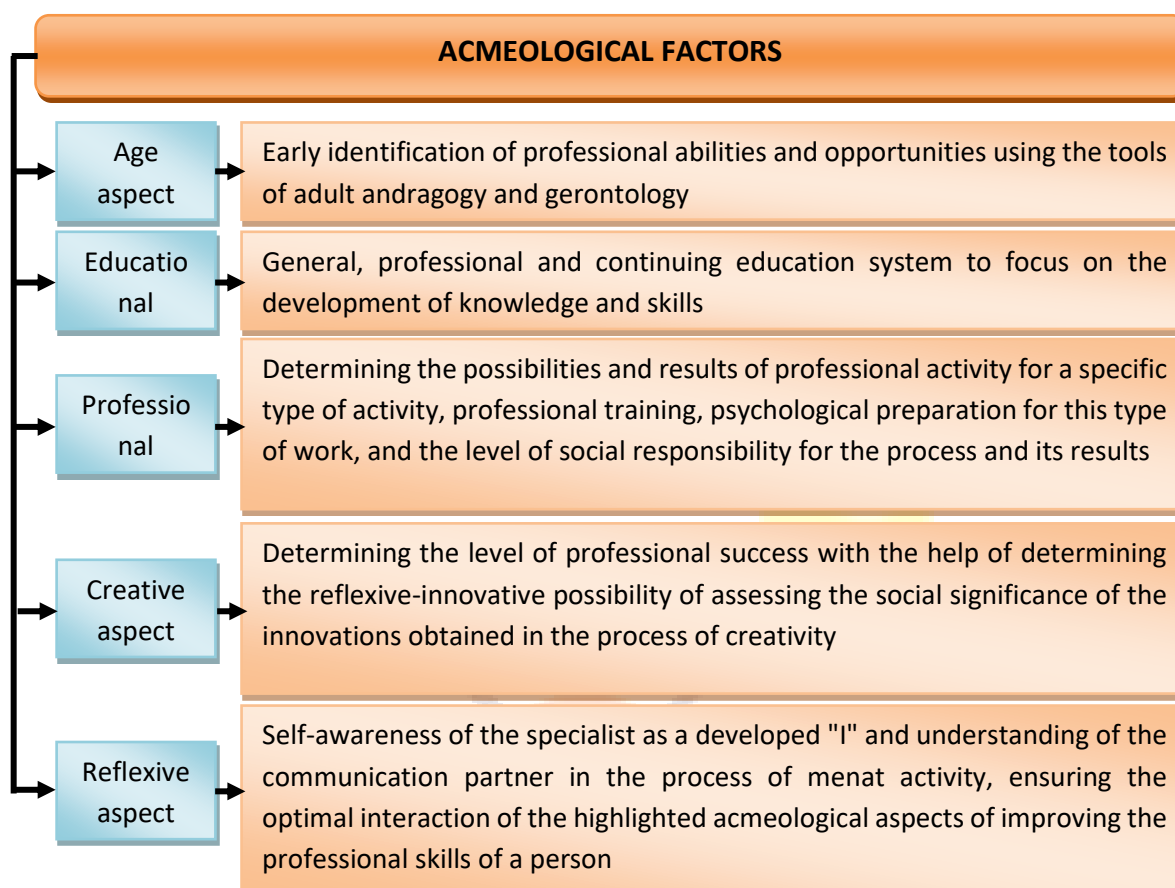


Figure 1.6. Classification of acmeological factors

Researchers B.G. Ananov, A.A. Bodalev, A.A. Derkach, N.V. Kuzmin, N.A. Ribnikov, K. A. Abulkhanova, G. Tillaeva [94;115; 146] and others shed light on the role of acmeological factors in improving managerial competence, which is characteristic of the high level of employability of an adult person, and who realizes his civic activity as a person and at the same time uses his professional opportunities for work itself. mean a relatively long period of time in which significant professional opportunities are productive and creatively productive. For example, B. G. Ananov, V. N. Myasihev, A. A. Bodalev research the "peak" of a person's development as an individual and achievements in personal development as important

directions for determining the acmeological level of a person.

As can be seen from the scientific-pedagogical analysis, acmeological factors determine the pedagogical conditions and laws regarding the personal-professional maturity of students, the specific characteristics of their professional development at different age periods, reflexivity and creativity, which ensure the professional-acmeological development of students.

In recent years, such concepts as "andragogy", "adult education", "andragogical model of teaching" have



gained special importance in educational management.

In modern pedagogical and psychological research, there are different approaches to clarifying the essence of the concept of "andragogy". For example, pedagogic scientist S.I. Zmeev: "andragogy" is a field of new knowledge and the science of teaching adults", I.A. Kolesnikova: "andragogy - the process of mastering knowledge and skills of an adult educational subject in educational activities and the department of the theory of education, which illuminates the uniqueness of the management of this activity by the pedagogue", justify their point of view.

Based on the mentioned relations and approaches, we can say that andragogy is a field of scientific knowledge, an independent educational subject, as well as one of the directions being studied as a layer of social practice. The object of andragogy is an adult person with certain professional and life experience, and the subject is an effective form, methods and means, methodology of working with adults in continuous educational processes.

Therefore, it is appropriate to consider the following andragogical factors when defining strategies for improving students' managerial competence (Figure 1.7).

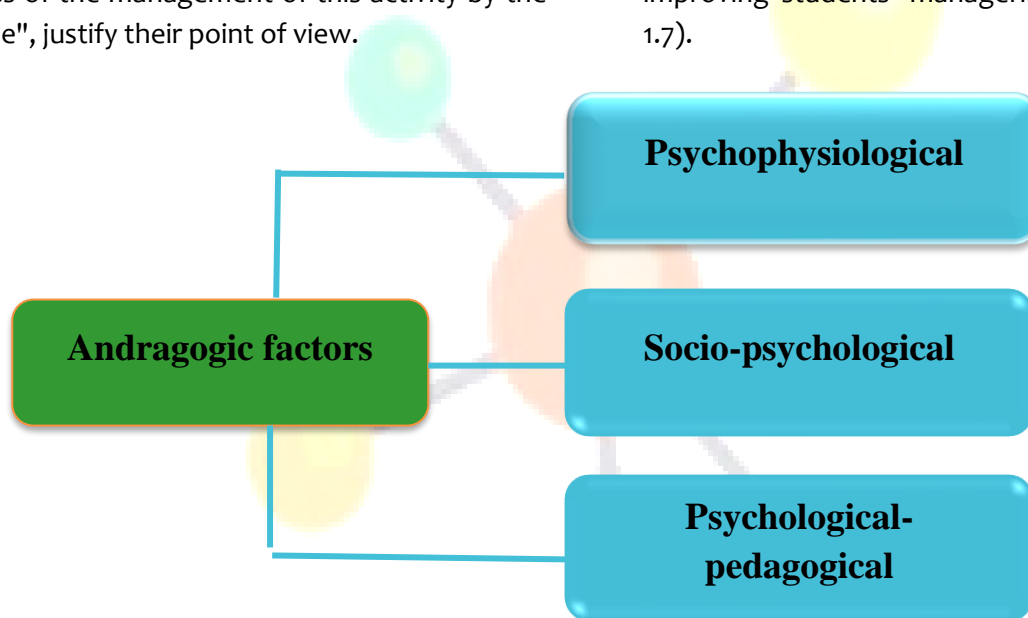


Figure 1.7. Andragogic factors

It can be seen that in the scientific relations and theoretical conclusions of a group of researchers, andragogy is defined as an independent field, a field of science (M.Sh. Knowles, S.I. Zmeev, M.G. Gromkova, T.A. Vasilkova), another group of scientists (A.P. Sitnik, I.A. Kolesnikova) research it as an integrated direction in the system of pedagogical sciences.

Psychophysiological factor. Some adults have doubts about their ability to acquire new knowledge and

independent self-professional development. These doubts are related to the view that a person's mental capacity slows down with age, memory decreases. However, scientists have proven that it is possible to read and learn at any age.

Social-psychological factor. The fact that adults have clear expectations of the learning process indicates a strong motivation to study, but some may fall back into the status of "student" and feel incompetent. they are



afraid to stay. They are not always psychologically ready for these processes.

Psychological-pedagogical factor. Sometimes people do not have the idea that they should read and learn all their lives, or people cannot correctly assess their ability to read, learn, and receive news all their lives. Therefore, in the process of adult education, it is necessary to create favorable conditions for them to fully demonstrate their potential, and the process should be a free interactive communication space, success-oriented, and practical-business games in education. , trainings, debates should be widely used.

CONCLUSION

In conclusion, based on the results of the research, the metacognitive, acmeological and andragogical factors of improving the professional managerial competence

of students of higher educational institutions were revealed and each factor was analyzed in detail.

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