System of Professional Education Development of Community-Leadership Competence of Teachers on the Basis of Innovative Approaches

Rashidova Nargiza Rashid qizi

Pedagogical innovations, profession education management and teaching staff retraining and their qualifications Institute of Enhancement Basic Doctoral

Annotation: This article deals with the development of the professional education system on the basis of innovative approaches to the collective-leadership competence of pedagogical personnel, the concept of problematic education and the measures taken to it are also covered by its factors.

Keywords: Professional education system pedagogical personnel, team-leadership development

Mid-level professionals have always played a major role in the development of the state and society, building the capacity of manufacturing and services. In other words, they are an important balancing force in ensuring the "golden mean" of socio-economic processes. This is a vital fact that has been proven not only in history but also in today's practice.

Especially in the context of the pandemic, the role and value of qualified professionals who have grown out of professional education is well known.

It is known that in recent years, the attitude to science in our country has been completely renewed, the way has been opened for radical reforms in the field of education, comprehensive support for scientific and innovative activities. The main goal is to increase the capacity of quality educational services, to train highly qualified personnel in line with modern needs of the labor market.

The Decree of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to develop education and science in the new period of development of Uzbekistan" and the Resolution "On additional measures to further improve the education system" are another important program in this direction. , are "road maps" that define the points of development that will bring about revolutionary changes in the industry.

During these reforms, the state policy in the field of vocational education has also changed, and a system of vocational education in accordance with international standards has been introduced. The Decree of the President of the Republic of Uzbekistan dated September 6, 2019 "On additional measures to further improve the system of vocational education" has become another basis for these reforms. According to him, starting from the 2020/2021 academic year, Uzbekistan will establish a new system of vocational education and differentiated educational programs, covering the levels of primary, secondary and specialized vocational education, harmonized with the levels of the International Standard Classification of Education. lists of training institutions were prepared.

In common, a network of vocational education institutions has been created, consisting of vocational schools, colleges and technical schools, where appropriate educational programs have been introduced in the vocational education system.

It is known that the development of the professional education system depends on the quality of training of managers and teachers. Naturally, this requires new perspectives. Every step taken today

should serve to gradually eliminate the existing problems and shortcomings, to achieve the intended goal in a short period of time.

Based on this, proposals have been developed and submitted to the government for radical improvement of the system of professional education management and retraining of teachers, their professional development.

In turn, a system of electronic portfolios (educational platform) for recording the results of professional activity of managers and teachers has been launched. Based on the results of their professional activities and achievements, managers and teachers will be involved in alternative, distance, in-service training institutions and in-service training.

The main purpose of the organization of differentiated professional development is to stimulate the activities of managers and teachers, to strengthen their interest in work and self-research.

At the same time, based on the scientific and pedagogical potential of management and pedagogical staff, there will be an opportunity to independently select and master the forms of continuous training aimed at meeting their professional needs. In addition, the training programs include new modules based on modern requirements and necessary for the implementation of the activities of management staff, with a focus on practice. This is evidenced by the fact that at least 70% of the total hours in the curriculum are devoted to practical lessons.

In addition, a laboratory for digitization of vocational education is being established on the basis of the institute. At the same time, efforts are being made to create all kinds of normative and methodological products of the vocational education system, to widely discuss the developed materials on the educational platform and to put into practice the products prepared on the basis of final conclusions.

This, in turn, requires the development of innovative curricula that help improve the quality of education through the introduction and orientation of innovations in the educational process, modern interactive and creative methods of teaching, the organization and management of scientific research of teachers.

The subjects taught in higher education institutions consist of a system of tasks and problems of a problematic nature, which require continuous creative thinking. Each lecture, seminar, independent study, laboratory work will be composed of components of the problem situation. Solving them requires creative research from the student. Because the period before the problem situation, the problem situation, the mental processes after the problem situation also require the student to carry out creative research, research activities. Independent completion of assignments requires students to use thinking operations (analysis, comparison, comparison, abstraction, generalization, grouping) and forms (concept, judgment, inference). In our view, the role of student independence in the process of problem-based learning in specialty subjects is more effective than in the case of reproductive learning methods. The purpose of problem-based learning is to find answers to educational problems, problems and questions in the process of working with them, to acquire new knowledge by solving them, to create and solve problem situations in the educational activities of students. consists of. Including:

1. Analyzing and thinking about the problems that arise in the economy is one of the important requirements for the development of independent intellectual activity of students. Such thinking leads the student to pay serious attention to the meaning of the sentence, to form his thinking, realizing that he did not understand it.

2. In order for economic thinking to be effective and purposeful in the process of teaching in educational institutions, it is necessary to make it part of the educational process, the basis of educational work. With the help of problem-based learning, it develops in future professionals a research approach to solving educational problems and specialization issues, the development of economic thinking, the formation of skills for independent study.

3. Economic education helps students to effectively master their knowledge systems and intellectual and practical activities, to form their thinking, to use their new knowledge effectively in future situations, to solve educational problems, to teach independent research, to gain and develop creative experience, to analyze the tasks of the educational process. doing so opens up opportunities to identify problem-based learning.

In general, such teaching, which is aimed at shaping the thinking of students in the learning process, helps them to self-awareness and self-development. In this case, education is perceived by students not as a goal to be achieved, but as a means of developing their own personality, and nonverbal training increases their interest in learning in the transition process.

Students will make presentations on the results of their research, and you will discuss the current problems and risks that affect the development of team and leadership skills of teachers in the Professional Education System.

Figure 1 Professional education system Development of team and leadership skills of pedagogical staff

Thanks to the STEAM approach, students learn the world on a regular basis, thereby developing their interests, engineering thinking style, ability to get out of critical situations, teamwork skills and leadership, the basics of self-expression, which in turn provides a radically new level of student development.

For example: Emphasizes different problems of upbringing at different ages. For example, at the age of 1 - self-confidence, at the age of 2 - demonstration of applied arts, at the age of 3 - the development of a sense of duty, at the age of 4 - the ability to distinguish between good and evil, at the age of 5 - leadership, independence, planning and implementation . Boys and girls are brought up differently. They see the son as the future backbone of the family and teach him to overcome difficulties. The girls are prepared for housework.

internal school age (7 to 10 years) physical and motor development, physical growth and morphofunctional and internal changes, development of motor skills, organization of conditions for physical development, cognitive development, active formation of higher mental functions. Adolescence (11 to 14 years) Physical and motor development, physical growth and morphofunctional and internal changes, the concept of puberty and pubertal crises of age, sexual and sexual behavioral characteristics, cognitive changes during adolescence. Early adolescence 15 to 17 years of age Physical and mental development, physical growth and morphofunctional and internal changes The development of sexual institutions Cognitive changes during adolescence.

Early maturity is between 20 and 40 years of age. Developmental tasks in early adulthood A critical approach to life tasks, physical development in early adulthood, physical strength and endurance, forms of physical development, and health. Average maturity 40 to 50 years of age Physical development, life-time crisis, cognitive development, cognitive skills and means, changes in intellectual functions.

Coverage of ideas about governance in the works of Central Asian thinkers. Theories of management in foreign psychology. Management methods: authoritarian, democratic and liberal management methods: their advantages and disadvantages. Social aspects of pedagogical management. The concept of leadership and leadership, the differences between them. Theories of leadership. Leadership and superleading phenomena. Requirements for superlider. Leadership and leadership.

Influence and dominance in the organization. Needs and motives influencing leader behavior. Individual leadership potential.

The expert I.Mahmudov's book "Management Psychology" (2006) makes the following comments on the interpretation of the word "leader": "In general, in the literature, the word" leader "is often replaced by the term" leader ". We do not think that the term 'leader' can fully express the psychological description inherent in 'leader'. The word "leadership" is used in relation to a group, in relation to the person who influences its members and leads the goal. Leadership is the state of an individual that is determined by analyzing the composition of the group, the system of relationships within it. But there are a number of other aspects that characterize a leader that cannot be analyzed in the context of a system of relationships. Another key aspect of a leader in such an interpretation is the need to take into account the individual's ability to act in accordance with the situation. Initiative, resourcefulness and skill in overcoming a challenge that arises in any problematic situation are qualities that characterize a leader. In a difficult situation related to solving a problem, a leader is distinguished by his or her superiority and leadership over others. In our opinion, these two phrases in the Uzbek language - the words "leader" and "leader" - can fully express the essence of a leader.

Interactions in groups are top-down or vice versa, and the specific positions of group members include the relationship between the leader and subordinates. In this regard, it is necessary to talk about the differences between the concepts of "leader" and "boss". Distinguishing these two concepts, B. Parigin writes: (1) if the leader mainly manages interpersonal relations in the group, the leader manages the formal relations in the group; (2) if leadership is an event specific only to small groups, the rights of leadership may also occur within large groups; (3) if leadership is a spontaneous, chaotic process, leadership is an event that occurs as a result of elections based on norms and procedures developed in a purposeful society; (4) leadership is a temporary phenomenon in relation to leadership, depending on the expectations of the group members, their mood, direction of activity, in the long run or in the short term; (5) The difference between a leader and a

leader is that he or she has a system of punishment and incentives that the leader does not have, on the basis of which he or she can influence his or her employees; (6) in the leader group one or another decisions, instructions can directly initiate initiatives, while in the leader there are many instructions, plans, norms, orders in this direction, which are difficult for the leader to go beyond, arbitrarily; (7) If the leader's activities are carried out only within small groups, the leader has more powers and more opportunities to work because he is a representative of this group in a wider social circle, in society.

The leader is never alone, he is always looked around by the members of the group, calling the members of this group to this or that action. Because the leader knows the psychology of the members of this group, their moods, aspirations, interests, etc., better than anyone else, he is the most enterprising among them. If you look within the organization, you can see that there are different leaders. For example, the most knowledgeable, intelligent, resourceful intellectual leader of the group, humorous, enthusiastic, cheerful, inquisitive, understanding leader - emotional leader, able to motivate the group to work, courageous, determined, strong-willed leaders . They appear in the same situations as required by the situation and gain prestige in the minds of employees for their qualities. There may be good and bad qualities in a leader, but when a group reaches a leader, it takes it as an example without criticism, and therefore follows all its actions and instructions.

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