

Fundamentals of the Development of Managerial Competence of Specialized Personnel

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Abstract. The study of innovative processes in education, including their functions, development patterns, mechanisms, and implementation technologies, enables the organization of higher education institutions to meet global standards, drawing on the latest advancements in pedagogy and educational science. The author reviews recent scientific research and projects conducted in the country aimed at enhancing the mechanisms for organizing and managing the educational process. These efforts focus on introducing innovative education management based on democratic principles, as well as incorporating advanced pedagogical technologies into the continuous education system. Additionally, the author emphasizes the importance of aligning educational practices with global trends, ensuring quality and accessibility, and fostering a more dynamic, student-centered learning environment. By integrating these innovations, institutions can better respond to the evolving needs of society and the labor market, preparing students with the skills and knowledge necessary for success in the modern world.

Keywords: cluster approach, continuing education, managerial competence, managerial activity, professionalist.

1 Introduction

In recent years, significant work has been carried out in the country aimed at improving the mechanisms for organizing and managing the educational process, introducing innovative education management based on democratic principles and a cluster approach to it, and introducing advanced pedagogical technologies into the continuous education system. The study of innovative processes in education, their functions, development patterns, mechanisms and technologies for their implementation allows us to organize higher education institutions at the level of world standards based on the achievements of modern pedagogy and pedagogical science. These requirements, in turn, oblige the design of the content of the development of managerial activities of managers based on the cluster

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approach in specialized personnel in the processes of integration of our country into the world economic system, the entry of national personnel into world labor markets, improvement of organizational and managerial mechanisms for the development of managerial activities, technologies for the development of effective managerial activities and managerial competence of managers [1, 2].

Today, the effective operation of an educational institution largely depends on the quality of management in it. While the leadership potential and skills of the head of an educational institution determine the quality of this management, these characteristics themselves are based on the basic knowledge, skills, skills and qualifications of senior staff.

The head of the organization is constantly in a diverse information space, the content and orientation of which largely determine the nature of his managerial activities. The communicative (behavioral) behavior of a leader is a complex form of his social activity aimed at achieving communication goals through communication with other subjects of the organization in the external and internal environment [3].

The content and orientation of the communicative behavior of the head of an educational institution is determined by two main factors:

- the need for information necessary for the implementation of decisions taken in management activities;
- the ability to communicate to employees the implementation of decisions made in management activities.

2 Methods

The individual psychological characteristics of the head of an educational institution are manifested in the following qualities: in situations of communication between employees of the team, in the formation of communication skills and communication competencies. O.Khayitov noted that competence is a set of knowledge related to the assessment of personal behavior, with the help of which it is possible to determine what level of success an employee achieves in carrying out his activities on the path of effective development of the organization. The presence of competencies is usually fixed through certain circumstances that measure (with the help of indicators) human behavior (well-formed behavioral competencies) [4].

Competencies:

- 1) standard behavior accepted throughout the organization;
- 2) the ability of a manager to conduct activities in accordance with standards accepted throughout the organization.

Managerial competence is the ability of a manager to master the technologies of oral and written communication in different languages, as well as the ability of a manager and employees to enter into relationships through communicative speech. By some specialists, the concept of socio-psychological competence is also often used as a synonym for the concept of “communicative competence”. To determine direct communicative competence, a number of techniques are used, such as “The level of communicative competence”, “The ability to express one's opinion”, as well as awareness of how well one can control oneself (a special test by M.Snyder).

In the formation of communicative competencies among managers, we want to inform about such quality as attention to communication, that is, the ability of the head to control the process of information support for employees. A manager with this competence: monitors each employee in the team in order to know in advance about upcoming plans and actions that may occur; observes how the manager shares his plans with colleagues and other interested employees; when transmitting important messages, he effectively uses all possible means of communication (business letter, meeting, e-mail); constantly informs the

manager about the progress of work and possible difficulties that he may encounter in order to avoid unexpected incidents; ensures that information is exchanged in a coordinated and continuous manner [5, 6].

3 Results and Discussions

The main component of communicative competence is the ability of the head of a professional educational institution to coordinate interaction taking into account the position of another participant in the field of communicative and information literacy. O.S. Anisimov identifies four main roles in the communication process: “authorship”, “mutual understanding”, “critical thinking” and “organization”.

The level of effectiveness of a manager's communication abilities is determined by his behavior in interpersonal relationships. Of course, this process includes such personality qualities as the social environment and its influence, personal values and individual psychological characteristics formed among employees, openness, emotionality, expressiveness, the ability to adequate social perception, observation, mnemonic abilities, etc.

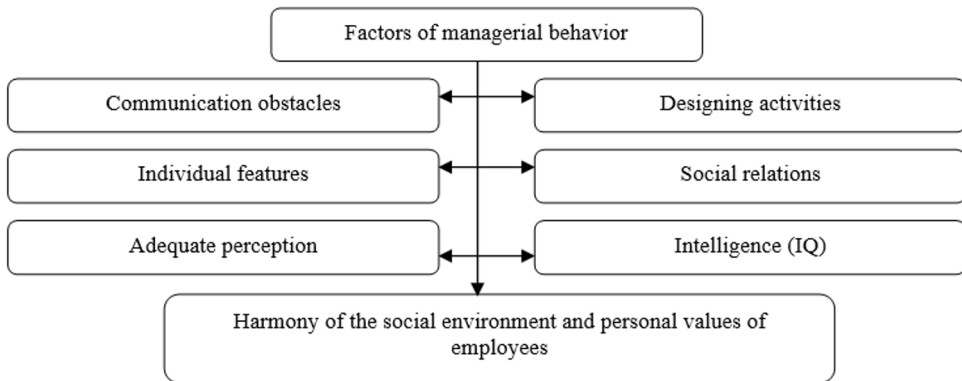


Fig. 1. Organizational and pedagogical factors of managerial behavior.

The modern theory of Western scientists today gives priority to the classification of management functions, first of all, its main (general) functions, which include:

-planning; organization; regulation; coordination; control; stimulation, motivation.

1. Planning is considered the main and initial function of management. Any management begins with the preparation of a plan. In this plan, the goals and objectives of management, the terms of their implementation are determined, methods for implementing the tasks are developed, and the interrelations of the links of the national economy are established.

2. The organizational function ensures the organization of all management and managed processes within the management object.

3. Regulation and coordination. While planning is considered a management strategy, coordination solves tactical management issues. Coordination allows you to eliminate parallelism and duplication in management in order to save money. Regulation is a continuation of coordination aimed at implementing production processes by eliminating emerging problems. It helps to prevent the possibility of problems.

4. Control. The purpose of this function is not to “capture”, not to “disclose” guilt, but to account for, verify, analyze the processes in which the management object is located and timely adjust the activities of this object in a certain order. The organization of impulsive

control is the functional work of every manager. High end results cannot be achieved where there is no regular monitoring.

Thus, the management function is understood as a set of types of work aimed at solving specific tasks related to the management of an object. Therefore, management is carried out through certain functions. Identification of functions, disclosure of their essence and study is an important condition for the proper organization of the management process.

This allows you to plan and organize the content, form, methods and means of a professional development strategy in management activities, taking into account the individual professional needs of managers and teaching staff, the existing level of professional and managerial competence. In their implementation, it serves to develop the managerial competence of specialized personnel and increase their efficiency based on the cluster approach.

Based on theoretical analysis, online surveys and conclusions formed on the basis of empirical research, as well as on the requirements of the management, the pedagogical system of organizing the process of developing the managerial competence of specialized personnel of higher education institutions has been improved based on the cluster approach, which was mentioned above in the research process. Pedagogical influence in the educational process, educational materials prepared by the management (teachers, deputy deans or tutors), texts of educational materials, audio and video files, regulatory documents and primary sources are some of the most important requirements and are posted on open and accessible to all students platforms at the beginning of the semester. It should be noted that in this process, not only scientific knowledge is considered an important criterion, but also improved communication with teachers, deputy deans and responsible persons appointed by the management.

During the experimental work, respondents realized their readiness for regular training as a future manager, but at the same time they must demonstrate high professional skills, a desire for personal growth, development of professional qualities and effective activity. In addition, it is noted that regardless of age, if a person strives for self-improvement, self-training and self-development, this will benefit the team, the manager and lead to an increase in managerial competence.

The following research methods were used in the experimental work: empirical level methods (observation, measurement, experience, survey, interview, introspection, expert assessment); theoretical level methods (analysis and synthesis, comparison, generalization, induction and deduction). The method that most clearly expresses the dynamics of changes in the experimental work is the diagnostic method, reflecting three levels (Table 1).

Table 1. Table of reflection of the dynamics of changes in experimental work.

Indicators of the dynamics of changes	Criteria
Performance	Erudition, communication skills; the ability to effectively apply the acquired knowledge and management skills in practice; managerial abilities
Normativity	Knowledge of the rules, instructions, normative legal acts regulating the professional activity of the head teacher, the ability to apply them in activities
Communication	Engaging in a communicative dialogue with managers and their subordinates; the ability to individually approach the allocation of tasks and control over their implementation

During the development of the managerial competence of specialized personnel, the questionnaire method was used to introduce a competence model and quantify the results of a communicative dialogue in management activities, increasing their readiness for

management activities. To assess the effectiveness of the model for the development of managerial competence of specialized personnel, the following criteria for assessing the readiness of specialized personnel for managerial activities were developed:

1. Effectiveness: knowledge, communication skills; the ability to effectively apply the acquired knowledge and skills related to management activities in practice; managerial abilities.

2. Normativity: knowledge of the rules, instructions and legal documents governing the professional activity of a teacher-manager and the ability to apply them in activities.

3. Communication Skills: The ability to engage in effective communication with both managers and subordinates; the capacity to tailor task-setting and oversee their implementation on an individual basis.

The general picture of the above experiment is given in Table 1.

Table 1. Level of readiness for management activities, % (generalized).

Level of readiness for management activities	Experimental group		Control group	
	165 tutors, curators, deputy deans		147 tutors, curators, deputy deans	
	At the beginning of the experiment	At the end of the experiment	At the beginning of the experiment	At the end of the experiment
Low (reproductive)	56.5% (91)	37% (60)	56.5% (86)	52% (78)
Average (productive)	32.3% (52)	40.7% (66)	33% (50)	36% (54)
High (creative)	11.2% (18)	22.3% (36)	10.5% (16)	12% (18)

Based on the results obtained, a diagram of the level of managerial competence of specialized personnel of higher educational institutions is presented below (Fig. 2,3).

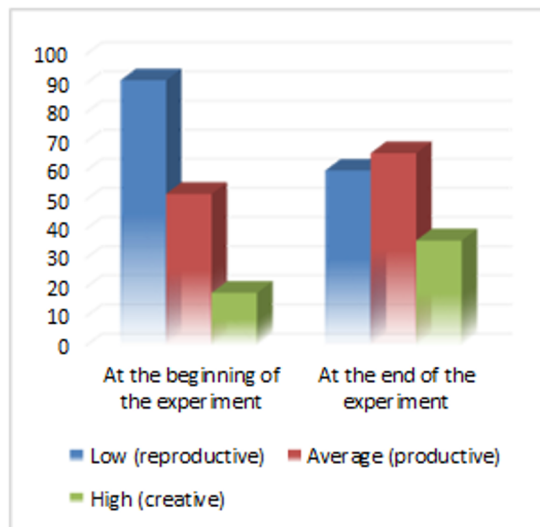


Fig. 2. The level of readiness for management activities of the experimental group.

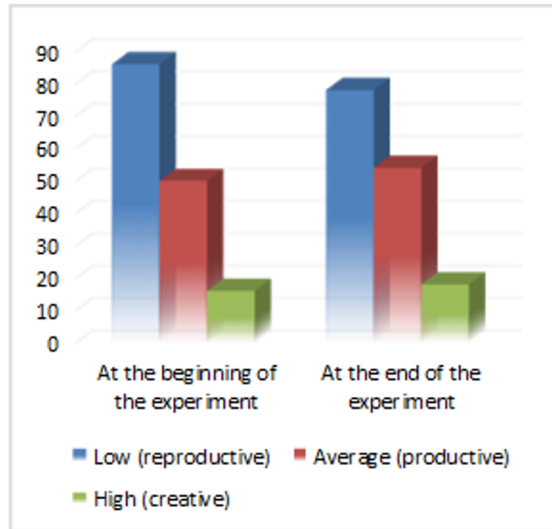


Fig. 3. The level of readiness for management activities of the control group.

The data obtained showed that 56.5% of specialized personnel in the experimental group had a low level of preparation for management activities before the experiment, and 37% - after the experiment. The average level was 32.3% before the experiment, and after - 40.7%. It showed 11.2% before the experiment and 22.3% after the experiment. The significant dynamics of the indicator of the experimental group after the experiment reflects an increase in the level of training of specialized personnel of educational institutions for management activities.

Based on the results of the study, the organizational and pedagogical foundations of effective management activities based on the cluster approach of specialized personnel of educational institutions, the methodological foundations for the development of management activities, the analysis of methods for developing management competence, organizational and managerial, socio-psychological and information-cumulative methods, largely corresponding to the management of specialized personnel of educational institutions in modern socio-economic conditions, have been improved.

In the development of communicative and managerial activities in the processes of managerial activities of specialists of educational institutions based on ensuring interaction and integration of the factors specified in the article:

- the personal and life position of specialists as active participants in social processes, their development as a full-fledged subject of innovative processes in an educational institution are determined;
- the possibility of systematizing the goals of such functions as clarification of information, targeted motivation, preliminary forecasting, planning, organizational and executive, control and diagnostic, regulatory and coordinating, taking into account their focus on personal and professional needs, interests, as well as the creation of conditions for adaptation to the requirements of the innovative educational environment, is scientifically and theoretically substantiated.

4 Conclusions and recommendations

Based on the above conclusions, the following recommendations have been developed:

1. In the management activities of specialized personnel of educational institutions, it is

necessary to fully implement an innovative approach to the programs for training managers according to the developed curricula and modules in advanced training courses, based on the requirements, needs, recommendations, proposals, and advanced foreign experience in developing their creative and managerial competence.

2. It is advisable to optimize the methodology for the formation of effective management activities by developing electronic methodological manuals, methodological recommendations that contribute to increasing the managerial competence in the management activities of specialized personnel of educational institutions.

3. It is necessary to enrich the educational and methodological support of specialized personnel of educational institutions for the development of managerial competence through the development of their creative and communicative behavior in managerial activities, to develop and implement in practice factors, methods, and developments that have a positive impact on the development of managerial competence using electronic educational and methodological complexes and methodological tools.

4. The professional and personal standards of management activities for specialized personnel must be continuously improved and updated in line with current trends in education and management.

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