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**NATURE AND STRUCTURE OF PROFESSIONAL COMPETENCE OF EDUCATIONAL  
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**ABOUT ARTICLE**

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**Key words:** Educational system, professional competence, individual characteristic, term, professional activity.**Abstract:** In this article, Discussions were held about the nature and structure of professional competence in the activities of the heads of preschool educational organizations.**Received:** 20.07.2023**Accepted:** 25.07.2023**Published:** 30.07.2023

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**INTRODUCTION**

Recently, there is more and more talk about the concept of formation and development of pedagogical and management talents based on abilities in education. The head of the educational organization must have administrative skills. Currently, it is difficult to find consistency in the interpretation of the terminology of competence-based approaches in psychology and pedagogy, both in our country and abroad. However, to understand this approach, the modernization of the educational system includes the combination of the terms "competence" and "competence". Analyzing existing scientific knowledge, we can distinguish these concepts on the basis of "hidden truth" as follows.

Competence is considered as a complex and important characteristic consisting of a set of abilities determined by the purpose, goal and nature of the activity.

In the last decade, there has been a significant increase in research related to the analysis of the theory and practice of formation and training of preschool directors. The reason for this is that in the professional activities of school principals, their personal and professional skills are objectively and professionally important.

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The modern conditions of the labor market place high demands on the level of professional activity of the heads of educational institutions. These requirements are noted:

- failure to ensure efficient operation; organization of education without taking into account the influence of the external socio-cultural environment.
- Creation of new mechanisms of material incentives and incentives for teachers.
- intensive computerization of educational processes and development of information technologies.
- increase the level of requirements for the organization of the educational process.
- the need to financially ensure the activities of state educational institutions and solve the problem of extra-budgetary funds;
- strengthening requirements for accreditation and certification of state educational institutions of general education.
- changes in the quality structure of students in state educational institutions.
- Increasing attention to all aspects of the professional activity of general education leaders, training of principals and professionalization of principals.

Analysis of scientific, pedagogical and psychological approaches made it possible to identify many professional competencies of leaders. The powers of the leader include:

- management,
- communicative,
- innovative,
- economic,
- psychological,
- psychotherapeutic
- conflictological,
- information.

Let's take a closer look at the capabilities of each of them.

Management powers of the leader.

The most striking types of the leader's professional ability include management skills, which many scientists consider to be a set of qualities of a specialist that reveal the content of this personal characteristic. modern activities in educational management. The head of the educational organization clearly knows how to analyze, identify and formulate problems in the educational organization, among

many alternative approaches to solving them, he finds the most optimal and effective as a preparation for a specific problem and situation of this organization holistically and deeply. .

In addition to the functions directly related to management activities, there are also functions due to the organizational position of the leader. It is called "Characteristics of the leadership position".

The head of the preschool education organization is not only responsible for a part of the organization, but also for the entire organization. The role of a leader provides more opportunities than any other member of the organization to influence the entire organization. Management competence determines the structure of professional competences of managers and may include social, educational, financial-legal, general cultural, informational and organizational-methodical competences. The administrative activity of managers is characterized by the following qualities:

- Ability to communicate business information to subordinates.
- The ability to freely communicate between people.
- The ability to solve and solve problems that arise in an aggressive environment.
- ability to cooperate;
- Communication skills (ability to consult with experts, weigh their opinions and conduct negotiations).
- ability to persuade, motivate and negotiate.
- The ability to acquire strategic management skills, perspective thinking and integration into specific and different systems of market relations.

This activity is related, among other things, to professional competencies such as communication skills.

Management competence can also be expressed in the form of functional components: reflexive - cognitive, value - semantic, cultural values, motivational activity.

The reflexive-cognitive component includes:

- level of tolerance;
- positive pedagogical activity;
- psychological indifference.
- The value-semantic component includes:
  - presence of good and loyal colleagues;
  - creative thinking;

- creativity;
- strong Will;
- efficiency in business;
- breadth of views;
- tolerance;
- liability.

Cultural values (ways of behaving) include:

- communicativeness;
- mind;
- curiosity;
- useful;
- liability;
- the ability to forgive.
- Motivational activity component:
- cognitive activity during course retraining;
- compromise as a direction of communication with the audience;
- avoiding conflict situations between colleagues.

According to G. P. Shchedrovitsky, the specific characteristics of the professional activity of managers can be characterized as a management process, "activity over activity", that is, the activity of managing the activities of other people.

A good leader not only has the necessary knowledge in the field of human resource management and organizational development, but also knows how to act correctly in this or that situation, thereby developing the ability to manage and control the current situation. Communicative competence in the teaching profession "is a system of psychological knowledge about oneself and others, communication skills and behavioral strategies in social situations, and allows to establish interpersonal communication in accordance with the set goals and conditions.

V. M. Grebennikova revealed a system of professional and communicative skills of educational leaders who meet certain qualification requirements. These powers include:

- assertive (professional awareness skills in personal and professional communication; the ability to rationally express one's position in the context of personal and business relations; the ability to avoid conflicts and negotiate to reach a compromise; the desire and ability to work in a team);
- deontological (the ability to identify cultural and value conflicts in the field of professional practice and possible conflicts in the field of transnational communication; constructive analysis, confidentiality);
- interactive (proper perception, understanding, reproduction and formation of information in the course of professional activity; statements about the presence and clarity of your business message, attention to the target audience);
- ethno-cultural (the ability and ability to use professional and communicative details in direct interpersonal interactions by representatives of different ethnic groups, the ability to openly recognize and accept the features and characteristics of other cultures; ability to establish personal and business relationships, taking into account ethno-cultural traditions, norms and other characteristics of communication partners);
- social status (ability to establish professional communication with representatives of different social groups);
- ethno-confessional (the ability to understand the peculiarities of the religious views of representatives of different nationalities, the details of behavior in accordance with religious rules, the ability to interact with representatives of different religions and religions; personal, taking into account the religious and confessional characteristics of the communication partner and the ability to establish business relationships).

From a sociological point of view, the communicative competence of managers is generally considered as the level of acquisition of mechanisms and forms that build the field of social communicative function (conditions of activity and a set of specific objects) of this organization. external and symbolic features of social interaction in organizations (for example, social norms and relationships between roles).

Consequently, the communicative competence of educational managers is interaction, mutual understanding, mutual success, joint development as a subject of professional and managerial communicative activities, all-round high-level skills (movements and interaction secrets) is the level and stage of teaching interactive communicative processes. According to V. Mestechkin, communication

skills are measured by some general criteria for the development of equality of skills, equality of partners and interactive communication between professional and managerial issues. Common inclusion criteria for developing communicative competence are goal attainment, functional, psychosocial, and instrumental functioning, technical management, and content production skills.

#### Innovative competence of the leader

As for the character of the head of the educational institution, it is an unquestionable factor of innovation and the presence of such characteristics as willingness to take risks, interest in recognition, high level of professionalism, attitude to innovation.

Analysis of the leader's innovative activity includes the following elements:

- selection of objects of innovative activity;
- defining the work that the innovation should perform;
- search for an innovative idea, feasibility study;
- implementation planning;
- implementation of ideas under the direct supervision of the leader.

Innovative activity is the basis of the manager's innovative ability. This includes professional training (scientific knowledge, skills) to manage innovative activities, professional ability to manage innovative activities (motivation, important professional qualities, individual psychological characteristics), professional experience and management efficiency of general education for school development (activity quality, efficiency).

At the initial stage of the manager's professional development, the dialectical contradictions between the established character traits and the objective requirements of important professional activities prevail, and at the later stages, interpersonal contradictions prevail. For the continuous development of the personality of the head of the educational institution, it is important that the activity itself is developmental (creative). This is the result of such activity, which can lead to the formation of a professionally important complex of personal qualities. In the process of professional development, reflection is the most important mechanism of self-determination and self-development of the leader. It is not only the main mechanism of the individual, including professional growth and development, but also the basis of activity management.

Innovative capacity makes innovative decisions related to the availability of abilities, for example, a set of formed abilities that allows determining the strategic development of educational institutions in modern changing socio-economic conditions, which is directly related to the abilities of leaders. Changing the institutional educational environment in an innovative direction, providing professional and personal development in management issues.

## **CONCLUSION**

In conclusion, it should be noted that, depending on the point of view, as a rule, the direction of the professional powers of the head of the educational institution is distinguished. However, no one ignores factors such as the real competence of organizational management in the field of human resources and denies its unifying nature. Analyzing the strategic goals of the development of Russian educational institutions, it is possible to single out a number of tasks that reflect the need for the formation of special management qualities in leaders:

- Searching for new organizational forms of building educational institutions, transition to autonomy.
- Ensuring the necessary quality of education.
- introduction of the federal state standard of education at all levels of education (preschool, primary, primary, secondary (all) social).
- determination of new economic and legal aspects of the activity of educational institutions.
- Application of laws and administrative standards to the administrative activities of educational institutions.
- formation of the information environment of educational institutions.
- Acquaintance with aspects of state and state management of educational institutions.
- creating exchanges with other educational subjects, school partners (social partnerships and networks).
- to achieve the specific goals of the educational level and build the educational process taking into account the new educational standards.
- Designing educational spaces for professional development and self-education of teachers and school leaders.

In order to successfully solve the problem of modernization of preschool education, the head of the educational institution should reconsider his professional activity. The study of the specific features of the competence-based approach to the assessment of the professional skills of the leaders of educational institutions Loaded with their different requirements for competence.

In the era of modernization of education, along with socio-economic changes, it is of great importance to determine the professional qualities of modern school principals..

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