

MODELING THE PROCESS OF FORMING THE COMPETITIVENESS OF LEADERS OF THE PRESCHOOL EDUCATION SYSTEM

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ABSTRACT

This article analyzes the model of ensuring the competitiveness of preschool education system leaders. Modeling in pedagogy is a material or mental imitation of what actually exists in the system by creating special analogs from which the principles of organization and operation of the system are produced. In order to achieve the goal of education, the meaningful foundations of the professional development model of the formation of the competitiveness of the leaders of the preschool educational organization should be rationally implemented.

Keywords: competitiveness, model, modeling, formation of competitiveness, professional development model, professional activity.

In the course of our research, a clear idea of the essence, structure and content of competitiveness, as well as the use of a set of selected approaches, allowed us to move on to modeling the process of its formation.

«There are different approaches to the concept of "model" in philosophy, psychology, and pedagogy. In philosophy, a model is "a method of studying objects according to their models - analogues of a certain part of natural or social reality, building and studying models of really existing objects, events and objects to be built. learning" is defined as»[9].

From a general scientific point of view, modeling means reproducing the characteristics of an object in another object, called a model, specially created for its study. Based on this understanding, pedagogical modeling should be called a reflection of the features of the pedagogical system contained in a specially created object called a pedagogical model.

According to E. V. Yakovlev, the pedagogical model should meet the following conditions:

- 1) to be a system;
- 2) to have some degree of similarity to the original copy;
- 3) it differs from the original in certain parameters;
- 4) replacement of the original copy in certain proportions during the research process;
- 5) as a result of research, providing the opportunity to gain new knowledge about the original [8].

The popularity of modeling and the variety of types of models have prompted scientists to try to create a classification of models. From a general point of view, models are traditionally divided into material and ideal, in which emphasis is placed on the method of their construction. According to the structural characteristics of the proportion of the model and the original, the substantial, structural and functional compatibility of the model and the original differs, in this regard, the models are divided into substantial, structural, functional and mixed; according to the method of constructing the model, they are divided into eliminative and creative.

To date, a small circle of models has been formed, the construction of which is carried out by researchers for the in-depth study of specific characteristics, descriptions and properties of pedagogical phenomena.

The most common models include:

- 1) structural-functional and functional-structural, their essence to reveal the connection between the structure of the object being studied and the functions it performs;
- 2) organizational aimed at studying pedagogical processes in terms of the interaction of subjects and the distribution of powers, taking into account organizational units and coordination mechanisms;
- 3) educational - a group of interrelated, compatible elements (structure, goals, content, methods and evaluation of the educational process);
- 4) processual reflecting the sequence of transition from one state to another of the studied phenomenon;
- 5) competent, which reveals the characteristics of static events, not procedural in its content;
- 6) a mathematician representing an approximate description of some class of phenomena of the external world expressed using mathematical symbols [9].

The method of building the model is integrative, which allows to combine empirical and theoretical in pedagogical research.

Modeling in pedagogy is a material or mental imitation of what actually exists in the system by creating special analogs from which the principles of organization and operation of the system are produced.

For our research, the definition of the model given by V. A. Shtoff is the closest: "A model is such a mentally imagined or materially realized system that it can reflect and repeat the object of study and change it in such a way that its study gives us it provides new information about the object" [1].

Such an understanding of the model is important in modeling the process of competitiveness formation. The value of the knowledge obtained in the study of the pedagogical model allows to find the means that ensure the achievement of the educational goal. So, the goal of modeling is to create a model of competitiveness formation and, as a result, to implement the model together with pedagogical conditions, to increase the effectiveness of its formation. The result of designing professional education is a model of professional development for the formation of competitiveness of leaders [5].

The model is called professional-developing by nature of training, that is, the level of predictable formation of competitiveness and professional important qualities of the leader according to the level of development. The professional development model belongs to the structural-functional models and includes four blocks (target, meaningful, process-effective and effective-corrective) and ensures the fulfillment of educational goals.

The target block determines the purpose and application of the model - the formation of the competitiveness of leaders. Relying on the principle of functional completeness [3]: any system, including a pedagogical system, if a set of its main subsystems (system elements) is not functionally complete, it will not work effectively or will not work at all. allowed to determine. Thus, the task of the target block is to provide the graduate with the organizational-management competence and the projected level of the formation of important professional

qualities that meet the market requirements and provide a competitive advantage for successful activity in the field of management. is to evaluate and determine. If we consider education, educational-professional and professional activity as a single educational-professional system, from the point of view of the socio-personal approach, at least in the self at the stage of professional education, the only goal is the death of professional activity we consider the beginning of, that is, the completion of the initial professional adaptation. In our case, it is the level of professional competence that ensures the competitiveness of the leader and the employee, therefore, it is the competitiveness of the individual, society, and the state. The research analysis shows that the training of a competent and competitive head of a preschool educational organization is a point where the interests of the society, the state, the educational organization, the labor market (employer) and the employee himself converge. Therefore, it is possible to resolve the conflict between the social order's high requirements for the level of training of preschool education organization leaders and the individual's need for quality education.

The goals set by the society, the state, and the employer are outside the educational system. The goals of the educational system and the goals of the employee are internal goals.

The use of the concept of "quasi-goal" [6] and its projection to the subject of our research allows us to confirm that it is possible to form the head of a competitive preschool educational organization in the modeling of the target block of the model, taking into account the concept of "quasi-goal".

- target direction (extending the target) that provides competitive advantages to the future leader, at the end of professional adaptation and the beginning of real professional activity;
- ensuring quasi-goal compliance of the level of training of preschool education organization leaders, taking into account the high requirements of the society, the state, the educational organization, the employer, and the individual's need for quality education;
- implementation of system-forming, developing, management, stimulating and educational functions of the goal;
- increase the level of personal and professional development that ensures competitiveness.

In view of the above, the diagnostic determination and evaluation of the target should include the following.

a clear, specific and meaningful definition of professional competences that ensure competitiveness, in the terms of professional activity;

- the only method of identifying and measuring the characteristic diagnosed by any subject of educational and professional activity in the process of objective control of its formation;
- an integrated system of criteria, indicators and scales for assessing the level of competitiveness formation based on measurement results;
- integrative assessment of the level of quasi-purposeful formation of competitiveness and selective differential assessment of any of its competence components: cognitive, effective and personal-professional;
- correction of the level of competitiveness formation [4].

Impact on the performance of the target block of the model by developing a system of criteria, indicators, levels that are related to the requirements of the labor market and allow applying for vacant positions and successfully operating in the field of management can show. In

addition, target block data is the basis for monitoring actual learning outcomes. The target block is closely related to other blocks, because the forms and methods of achieving the target are determined by the processes, correction and evaluation of the leaders of the preschool educational organization to achieve competitiveness.

Currently, the content of professional education is being studied in connection with the possibilities of a competency-based approach, which is not based on a knowledge-oriented component, but, in our opinion, in solving life problems, fulfilling the main functions, social roles, competencies, competitive advantages of the graduate (i.e. multidisciplinary) refers to a holistic experience.

Competency-contextual approach to the content of the education of the head of a preschool educational organization refers to the development of the content of professional education in the form of a system of competencies of a graded and intersecting nature, that is, general-cultural and professional competencies.

Undoubtedly, the priority task of educational institutions is the formation of the main professional competencies of a specialist, focusing on the ability to solve management problems. This means that the content of the education of the head of a preschool educational organization should be aimed at mastering certain skills and forming specific abilities - communication, entrepreneurship, organizational ability [7]. The content of such abilities is revealed by the author's ability to foresee, plan, organize, control, coordinate, regulate and motivate his own activities and the activities of others. From the point of view of the competence-based approach, the positions of the author can be defined as professional competencies of the basic level, which are implemented both in his individual activity and in the collective work of the management system established by him.

According to S. V. Stepanov, such competencies should be directly included in the professional training of the head of the future preschool education organization as an indicator of his professional competence [6]. We see that competence in this case is understood by the author as the level of practical application of competences, and competences act as a complex synthesis of cognitive, effective and personal experience of professional activity.

Currently, the employers of the real labor market are actively participating in the study, analysis and design of the educational content of the heads of the preschool educational organization. We give examples that reflect the relevance of the competency-based approach in training the leaders of preschool education organizations.

In the presented list, there is some confusion of competencies and important professional qualities (in terms of the concept of competence that we have adopted), the author of which is: efficiency, mobility, communicativeness, activity, initiative, creativity, objectivity, stress resistance, leadership qualities included. In addition, the content of the presented important professional qualities includes the components of readiness, ability, skills, that is, they are equal to competencies.

Based on the research conducted on the problem of the ratio of competitiveness and competence, we remind you that competitiveness is ensured by a certain level of formation of special professional and corporate professional competence.

Studying the corporate characteristics of tasks and the content of professional activity led us to the conclusion that special and corporate competence can be the level that determines competitiveness.

Therefore, the structural block of the professional development model of the formation of the competitiveness of the leaders of the preschool educational organization is general-cultural and professional: general-professional (basic), special (professional-special) and knowledge that has mastered the generalized methods of solving educational-professional tasks, skills, as well as includes a system of corporate (professional-specialized) competencies, which consists of a subsystem of personal and professional important qualities built on a modular basis.

In order to achieve the goal of education, the meaningful foundations of the professional development model of the formation of the competitiveness of the leaders of the preschool educational organization should be rationally implemented. The modular approach to the formation of educational content meets this requirement to a large extent. The basis of the modular approach is the special design of the module in the form of a functional network of the content of the educational material. Each module is a completed didactic unit and is designed to form a certain competence. The module makes it possible to concretize the requirements for the process and results of the cognitive activity of the leaders of the preschool educational organization. It should be noted that the organization of professional education on a modular basis requires a new methodical support of an integrative nature.

In connection with the necessity and obvious relevance of presenting the content of the leader's competency model both from the point of view of scientific and pedagogical positions and from the point of view of socio-economic order, we analyzed the professional requirements for the competencies of leaders.

The results of the analysis of the requirements for the practical training of the managers in the preschool education system, as well as the generalization of these requirements, made it possible to draw a conclusion about the most required competencies, which are expressed by the following important features: systematicity and flexibility of thinking, coordination, organizing, building relationships, managing people and learning.

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