

Dependence On The Professional Competence Of The Organizers Of Educational Processes

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Abstract. This article presents an opinion on the effectiveness of updating educational content based on competency-based approaches and implementing innovative technologies for organizing and managing educational processes in general secondary schools in order to ensure the quality and effectiveness of educational processes.

Keywords: competence approach, innovative technologies, system components, motivation and control functions, motivation.

Introduction

Today, the updates and positive changes implemented in the general secondary education system are progressing in harmony with the processes of socio-economic reforms. Ensuring the rule of law, modernization of educational content, implementation of state educational standards developed on the basis of a new competence approach, etc., are all aimed at ensuring the quality and efficiency of educational processes.

Special attention is paid to the effectiveness of updating the content of education based on competence approaches and implementing innovative technologies of organization and management of educational processes in general secondary schools in order to ensure the quality and efficiency of educational processes. Because it is important to take into account not only the results of the educational process, but also the system of factors that form these results in ensuring the quality and efficiency of educational processes in general secondary schools.

Literature analysis and methodology

As components of the system of such factors, the goal of education, the composition of teachers and their professional competence, educational

programs and educational technologies, resources and conditions for their use, organizational and legal support of education, material and technical support of the educational process, information and methodical support, education and training specific features of organization and management of processes can also be mentioned.

Ensuring the quality and efficiency of educational processes in general secondary schools depends, first of all, on the professional competence of the organizers of educational processes, and on the other hand, it depends on the correct and effective use of the technologies of organization and management of these processes according to their purpose and function.

Therefore, in addition to providing general secondary schools with qualified pedagogues, creating an effective system of teacher training, retraining and professional development, paying special attention to the organization of processes for ensuring the quality and efficiency of educational processes and taking into account the specific features of these processes necessary.

Organization and management of educational processes in general secondary schools (UO"TM) is a goal-oriented activity. In

management theory, organization is one of the main functions of management.

One of the founders of management theory, Henri Fayol, at the beginning of the 20th century, as the main functions of management: planning; organization; giving orders; coordination; distinguished control functions. He calls management a powerful weapon that sees the future, organizes activities, manages the organization, coordinates activities, and controls the execution of decisions and orders [1,2]

And S.N. Tidor called the management "Coordination of the object in the direction of the goal; influencing the object to achieve the goal; vertical coordination of influencing the system's constituents in the direction of achieving the goal" [2,3].

Analysis and result

If we pay attention to these points, we will see that the organization is defined both as a management function and as a management tool, and the separation of planning, organization, motivation and control functions in the management theory and their consideration as the first level also confirms our above opinion.

In our opinion, planning and organizing functions of management are carried out in the following processes according to the nature and direction of work performed by pedagogical staff in the organization and management of educational processes:

- planning of educational processes;
- creation of necessary conditions for subjects (students) and design of distribution of tasks taking into account their personal capabilities;
- Stimulating the activities of subjects and ensuring their activity based on the formula "control + analysis + objective assessment + diagnosis = efficiency".

Also, the teacher performs the function of motivation in coordinating relations between students, ensuring their activity, taking into

account their interests, opportunities and needs, and forming their interest in learning.

In order to achieve the intended results in educational processes, the function of coordination is carried out by harmonizing the goals and existing opportunities with the interests and needs of students and coordinating their activities according to the situations.

In ensuring the quality of education, the control function is carried out by the teacher in the process of studying the level of initial concepts, abilities, personal qualities, interests of students, as well as the complex aspects of coordinating educational processes according to situations, and on the basis of these, the teacher determines the factors that help to improve and increase the effectiveness of this process.

In our opinion, based on the tasks performed by the teacher in the process of organization and management of the educational processes organized in UOTM, professional and socio-psychological functions can be mentioned as the main functions performed by the participants of the educational process.

The results of our research show that professional functions are performed by the subjects of the educational process during the performance of their functional tasks (teaching or studying), and in this process, teachers and students, and students and students, who are considered subjects of the educational process, have a certain relationship with each other, which is relationship is a form of human-human relations of educational relations, in which the socio-psychological function is implemented.

The effectiveness of the process of implementation of the social-psychological function depends on the freshness, reliability and validity of the information transmitted between the subjects, and is directly proportional to the quality of working with the information. Because working with information in the organization and management of educational processes consists of collecting, processing and transmitting various information and is used in the process of coordinating the activities of subjects. This

function ensures the quality of the process of information exchange between entities.

According to scientists, one of the factors affecting the quality of the process of information exchange between subjects of educational processes is the information system. The information system includes information of pedagogical importance, all regulatory documents in the direction of organization and management of educational processes, economic-social, scientific-technical, legal and organizational news. In this case, the function of information analysis is performed in the process of determining the novelty, reliability and validity of information [2].

It is necessary for the teacher to act as an information generator during the process of collecting, analyzing, objectively evaluating, processing and transmitting information about students who are subjects of educational processes. Because the collected information represents the existing conditions, mutual relations and the state of the educational environment, as well as the interests, inclinations, individual psychological characteristics, abilities and capabilities of students and serves to ensure the quality of educational processes.

The effective implementation of the information-analysis function determines the need for the rational use of the information collection method, which consists of a set of methods and ways of working with the necessary information to ensure the quality of the educational processes.

In addition to providing new, reliable and grounded reports for the participants in the organization and management of educational processes on a scientific basis, collecting reliable and reasonable information about each student in order to improve the performance of students and analyzing the situations that arise in educational processes it is necessary to do.

In our opinion, in working with the information system that affects the quality of the educational process, in addition to the study of current educational and regulatory documents and advanced pedagogical practices, conducting surveys, generalization and systematization, statistical and mathematical analysis and other

methods, "control + analysis + objective evaluation The use of the formula "+ diagnosis = efficiency" is also important.[2]

In order to determine the quality and efficiency of educational processes, the collected data are compared based on statistical and mathematical analyzes of annual, half-yearly, quarterly, monthly, weekly and daily results. the tasks that need to be performed are determined, which in turn shows the importance of using data collection methods.

In the process of organization and management of educational processes on scientific basis, the goal-motivating function of management is implemented by teachers. Targeted motivation is important in order to ensure the quality of educational processes, to explain the importance and meaning of the tasks and concepts to be learned, and to ensure their activity according to the existing situations based on the development of the initial concepts and interest of students.

Foresight-planning function performed by pedagogic staff in the design of an innovative educational environment, which serves to develop students' activity and interaction between them, their inclination, interest and opportunities for learning, their initial concepts, and consists of processes of interaction convenient for all, according to educational goals. is increased.

In the design, modeling and organization and management of educational processes, the foresight-planning function serves as the initial basis for the target-motivation function. That is, the goals and directions of these functions are common and serve to create necessary and sufficient conditions for subjects in ensuring the quality of education. Socio-psychological methods are used in the implementation of prevision-planning and goal-motivation functions.

Social-psychological methods serve to create a comfortable creative-educational environment for students to act freely, express themselves, freely participate in various situations, express independent opinions and show their talents in educational processes.

To ensure the quality of education, it is important to create conditions for students to fully demonstrate their personal capabilities and abilities, encourage them for their independent work and activities, and objectively evaluate the results of each student's activity. The set of tasks performed in the direction of creating such a favorable educational environment for all subjects represents the implementation of the organizational-executive function by the pedagogical staff.

The control-diagnostic function in ensuring the quality of education creates opportunities for timely identification of the causes of mistakes made in educational processes and methods of their correction. Therefore, it is necessary to implement the control-diagnostic function for all stages of educational processes.

In order to ensure the quality of education, the function of regulating and coordinating the activities of the participants of educational processes, ensuring the activity of subjects, raising the processes of educational relations to a new level of quality and correcting mistakes made in this process, and coordinating the activities of students is carried out by the pedagogic staff.

Therefore, the essence of the activity in the direction of organization and management of educational processes on scientific bases is expressed in the implementation of the above-mentioned functions.

The management methods used in the implementation of these functions represent a set of influence ways and methods used in the organization and coordination of student activities in educational processes, the mechanism of implementation of management functions.[3]

Therefore, it is necessary to take into account the following specific features of educational processes in the implementation of functions and methods aimed at ensuring the quality of education in the processes of organization and management of educational processes on scientific bases:

- the organization and management of educational processes on a scientific basis implies the use of management functions and methods that

are oriented towards achieving a certain goal and have their own characteristics;

- that the process of organization and management of educational processes is a unique integrative system;

- interdependence and relevance of components of educational processes;

- the effectiveness of educational processes is the increase in the level of knowledge, skills and qualifications of the subjects of this process, as well as mastery indicators, that is, it represents the effectiveness of the educational process;

- that the innovations and innovations being put into practice in educational processes, that is, the effectiveness of which is being checked, have their own characteristics;

- the effectiveness of educational processes depends on the needs and interests and personal interests of subjects;

- determining the necessity of motivation to create a creative environment in educational processes;

- the activity of subjects of educational processes in communication processes and the need for new and reliable information;

- the obligation to create conditions for each subject to be able to use their creative potential in educational processes.

Factors that need to be taken into account in the organization and management of educational processes on a scientific basis, individual psychological characteristics of subjects, specific characteristics of organized educational processes determine the need to create a creative environment in this process.

The creation of a creative environment in the educational process implies the creation of necessary conditions for subjects to participate freely, think independently and freely, express their thoughts and initiatives, and this, in turn, determines the need to use socio-psychological methods of management.

In the process of organization and management of educational processes, stimulation of creative activity of subjects is of special importance, because stimulation creates conditions for creative activity at the level of modern requirements along with setting requirements for each participant.

Usually, the method is used to improve the activities of the subjects of the pedagogical process, to strengthen the innovative processes, that is, to organize the innovative activities of the subjects, to stimulate the creative activities of the subjects of the pedagogical process. Pedagogical staff studying the activities of students in the pedagogical process and giving additional instructions to improve and develop their creative activity is of great importance in the formation and development of a creative environment.

Discussion

Therefore, in the organization and management of educational processes, it is possible to observe the use of various aspects of leadership styles by pedagogues in the direction of forming students' interest in learning, prompting them to complete assignments on time and effectively, and ensuring their activity in educational processes. [4]

In our opinion, the methods used by pedagogues in educational processes can be determined based on the following factors:

the level of independent and free thinking of students, free expression of their thoughts, ideas and concepts and their active participation in educational processes;

providing students with scientific-methodical products, instructions for completing tasks, and the latest, scientifically based information and data;

formation of an educational environment convenient for everyone in educational processes, i.e. creation of subject-subject relations;

the methods used by teachers in educational processes, that is, their unique approach in relations with students.[5]

Conclusion

To sum up, the requirements for students of higher educational institutions and the state requirements for retraining and upgrading of pedagogic personnel in their areas are in accordance with the laws of the Republic of Uzbekistan "On Education" and "On the National Program of Personnel Training" defines mandatory requirements for the system, that is, in the process of direct and indirect influence (educational relations) on the formation and development of personal qualities of people,

It is an educational environment that forms a set of factors that serve to change behavior and worldview, enrich experience, and form and develop knowledge, skills, and abilities.

The State Inspectorate for Monitoring the Quality of Education of Teachers of General Secondary Education Institutions conducts monitoring of the quality of retraining and professional development of personnel in educational institutions, as well as evaluates the level of qualification of the teaching staff of these institutions through attestation, and conducts retraining and professional development of personnel. having basic educational institutions, educational institutions.[6]

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