



Formation Of Management and Pedagogical Readiness of Future Managers of Teachers

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Annotation: In the article, the authors turn to understanding the issues of the pedagogical process from the position of management. The origin of the term "management" is indicated. The goals of management as a specific type of management activity are determined. The authors of the article note the factors of the emergence of the term "management" in domestic pedagogical science and practice. Pedagogical management is considered by the authors as a special branch of management with its own specifics and patterns. Definitions of pedagogical management are given by various authors.

Key words: management, education management, managerial activity, pedagogical management.

The current stage of development of education is characterized by the strengthening of its professional orientation. The socio-cultural environment of the activity of a specialist manager is expanding, who becomes the bearer of an original professional and personal experience, and also knows how to work in the "man-man" system. Currently, a specialist is in demand who will not wait for instructions "from above", but will enter into life with already established creative, design-constructive and spiritual-personal experience, so a manager without adequate orientation in a changing world cannot be considered prepared for modern life and for work in the chosen field.

In conditions of uncertainty and variability in all organizational situations, stability and control must be established and maintained by the manager himself. In addition, he is an innovator and risk-bearer. Today, strategic competence is especially valued, the ability to put aside everything familiar and perceive the new, which requires a specialist not only to have high intelligence and a broad outlook, but also business experience and a creative approach to solving professional problems.

We believe that at present there is a need to create certain conditions for the acquisition of personal experience by future specialists-managers, ensuring that they achieve a high level of professionalism in the process of organizing managerial activities. This becomes possible when the pedagogical process is oriented towards the personal paradigm (N. A. Alekseev, E. V. Bondarevskaya, V. I. Danilchuk, E. A. Kryukova, N. K. Sergeev, V. V. Serikov, I. S. Yakimanskaya and others), based on subject-subject relations and providing students with the opportunity of equal interaction with teachers.

An analysis of the mass pedagogical practice of universities indicates the lack of experience in forming the readiness of student managers for managerial activities in the conditions of correspondence education in higher education, the insufficient use of active teaching methods, and



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the lack of pedagogical education among teachers who teach student managers. This necessitates the search for scientifically substantiated possibilities of influencing the process of formation of this readiness in an optimal way, i.e. using effective pedagogical means and psychological and pedagogical conditions to achieve this goal. In addition, when preparing future specialists-managers, the main attention is paid to the "knowledge" component in the content of education. The main reasons for this state lie in the established practice of traditional university education, which is mainly focused on "arming" future specialists-managers with knowledge from various subject areas.

In our study, we made an attempt to implement a personal approach in the process of forming the readiness of future managers for managerial activities. Blocks "General professional disciplines" and "Special disciplines" have a great educational, educational, developmental potential. Their goal is not only to introduce the basic principles and methods of management, but also to help students, future leaders of the lower, middle or higher levels to form themselves as a person capable of improvement and self-development due to personal qualities. At the same time, the leading condition is the ability to formulate and systematize the basic requirements for educational work with students, which correspond to their active participation in joint activities based on the free choice of their share of participation and pedagogical means that ensure the involvement of students in this activity.

The tasks set and the hypothesis put forward determined the research methods: theoretical - analysis of philosophical, pedagogical, psychological and sociological literature on the research problem in order to analyze the basic concepts and categories, study the state of the problem under study in science and practice; experimental-diagnostic - observation, conversations, questioning, testing; formative pedagogical experiment - experimental work with the aim of testing the conditions for the formation of the readiness of future managers for management activities; generalization and description of research materials.

The reliability of the results of the study is due to a holistic approach to solving the problem; theoretical and methodological validity and consistency of the initial theoretical provisions; correct organization of experimental work; the use of methods of research and processing of data obtained during the experiment that are adequate to the subject of study.

The scientific novelty of the results of the study lies in the fact that it for the first time defines a system of means for the process of forming the readiness of future managers for managerial activities in the conditions of distance learning in higher education; the characteristics of the levels of readiness of future managers for managerial activity were supplemented (low - reproductive, medium - problematic, high - reflexive); clarified knowledge of the essence of the phenomenon of "managerial activity"; the pedagogical conditions of the process of formation of the readiness of future managers for managerial activity in the forthcoming activity are concretized from the standpoint of a personal approach.

The theoretical significance of the results of the study lies in the development of ideas about the essence and mechanisms of the process of forming the readiness of managers for managerial activity, in substantiating the need for the purposeful use of a system of pedagogical tools and the creation of psychological and pedagogical conditions, which can serve as a theoretical basis for research on the problems of forming students' readiness for managerial activity activities of various universities.



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The practical value of the results of the study is to determine a system of pedagogical tools that simulate the managerial activities of a future specialist-manager and are aimed at developing readiness for managerial activities, which can be used in lecture and practical courses of the disciplines of the blocks "General professional disciplines" and "Special disciplines" in colleges, universities, in the system of professional development of managerial personnel. The identified pedagogical conditions can be used in the training of specialists from various universities. Diagnostic methods for identifying the levels of students' readiness for managerial activity are determined, which can be used in the practice of the university.

The criteria for readiness levels were emotional stability and stress resistance (we consider emotional stability as the absence of tendencies to an anxiety state, frustration, aggressiveness, easy excitability, as good adaptability to various situations and adequate self-esteem, stress resistance as maintaining calm and composure in stressful situations, a real representation about one's own strengths and weaknesses, lack of egocentrism and adequate perception of criticism): reflection (as the ability to take the position of another, the ability to anticipate his behavior based on this, as well as the ability to build one's behavior based on the expected responses of the other); the ability to influence others without conflict (the role of reflective mechanisms of thinking is most important in conflict situations, as well as in a situation of competition); communication skills (as a personal ability to influence others, the primacy of humanistic values in relation to people, orientation to "command" forms of management); search for an individual management style (as a manifestation of individuality, integrity and originality of attitude and self-realization); creativity (as a creative attitude to personally significant tasks, problems, areas of activity, a combination of a high ability to generate original ideas and use non-standard methods of intellectual activity with the need for this).

At present, there is a need for competent managers who are able to independently make managerial decisions of choice in their professional activities, distinguished by mobility, dynamism and entrepreneurial spirit. The problem of training managers who are able to effectively manage an organization requires them to have a certain level of readiness for managerial activity, which must be formed during their studies at a university.

In our study, we adhere to the position of V.V. Serikov and, after him, we consider management as a function of complex systems, manifested in orienting activity, searching and processing information, making managerial decisions, self-organization (anti-entropy) with a continuous search for resources for one's own development inside and outside. Agreeing with the opinion of V. V. Serikov that the subject of the manager's work is a triad of overlapping concentrations (people (cadres) - carriers of professional readiness, appropriate motivation; information - orienting, explaining, prescribing,

reflective; organization as a way of building a social institution capable of performing the assigned function), we believe that management activity can be considered as a purposeful interaction of management subjects, ensuring optimal functioning and development of the management and managed systems, transferring it to a new, qualitatively higher level.

Modern management is characterized by the desire for democratic, flexible methods of management, as well as an orientation towards compliance with the basic principles of management (scientific, systematic, social conditionality, humanity, flexibility, optimality), on the basis of which the goal of management, its content are developed and the result is evaluated.



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Considering that readiness for managerial activity means, on the one hand, mastering the content and structure of this activity, and on the other hand, it involves the development of those personal properties that ensure the acceptance, orientation and successful implementation of this activity, we came to the conclusion that the readiness of future managers to management activity can be considered by us as a system of professional knowledge, skills; desire and ability for independent creative solution of professional problems; psychological readiness to work with people and manage them.

research work, as a methodological premise of students' readiness for managerial activity, the understanding of the function as the ability to perform any activity is taken. The theoretical analysis of the problem made it possible to determine that the readiness for managerial activity, due to its specificity, performs the following functions: ideological, indicative, regulatory, evaluative and integrative

The basis for highlighting the components of the readiness of future managers for managerial activities - worldview, reflecting the system of views, beliefs, attitude to the manager's professional activities; motivational and value, reflecting the rethinking of oneself and others, values, skills, mastery of personal experience; gnostic, reflecting confidence in one's knowledge, skills and abilities, a sense of purpose, readiness for action - the principles of the effective functioning of the professional system were laid down - integrity, optimization, understood as achieving a high degree of compliance of the system components with the goals set.

The readiness of student managers for management activities was assessed according to the following criteria - emotional stability and stress resistance, the ability to influence others without conflict, communication skills, creativity and reflection, individual management style. An integrative indicator of such readiness is the degree of conscious application of knowledge, skills and abilities in the analysis and solution of managerial problems. The reflection of the final result of the readiness of future managers for managerial activity is its mature form of development, expressed in the full functioning of the selected structural components and manifested at a high level by their formed

Considering the organization of the process of teaching students in correspondence courses, we came to the conclusion that the system of distance learning is still dominated by traditional forms and methods of work, and when selecting the content and organizing classes, the specifics and principles of adult education are not taken into account. Therefore, we believe: it is necessary to correctly apply pedagogical and andragogical models of learning, correlating them with the age and experience of students.

Based on the foregoing, it should be noted that the organization of the process of teaching students at the faculty of distance learning must meet the following requirements: creating an atmosphere of a positive attitude of students to learning activities and striving for it; the formation of students' professional interest through the provision of novelty, originality in the presentation of educational material; orientation to the practical significance of educational material; ensuring the possibility of free choice of tasks by students; organization of positive feedback based on informing; an integrated approach to the professional training of future specialists-managers using traditional and active forms of organizing the learning process (lectures of an integrated nature, press conferences, discussion seminars, business games, etc.).



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A low (reproductive) level of readiness for managerial activity is characterized by the predominance of pragmatic-rational expediency in the educational and practical activities of student managers; poor development of the level of self-regulation and self-organization, professional behavior and responsibility for decisions made: lack of signs of creativity, creative search and ingenuity. Their work is dominated by straightforward clichés, orientation towards the authority of the authorities and economic pressure. Personal development management is practically unfamiliar to them or psychologically unacceptable. There is no faith in one's own strength, which manifests itself depending on superiors and on established professional stereotypes. The absence of own style of managerial activity is noted.

The average (problematic) level is characterized by the generally formed sphere of moral selectivity and self-regulation. Inconsistency in making managerial decisions is allowed. The value-semantic structure of the personality is not reduced to pragmatic-utilitarian values, because it has both social and creative motives. Goals and plans for professional development (service career) are, as a rule, promising, but not always realistic in terms of taking into account a specific professional situation and one's own potential. There is no complete clarity in the system of values. The responsibility shown in most life situations does not yet extend to the whole way of life of a young leader. In the communicative sphere, they adhere to human-oriented management, accept the basic ideas of a personal approach in personnel policy, although they still do not have the basic technologies for influencing the personal sphere of a subordinate, ways of creating a personal development situation in the managerial space. They independently orient themselves in managerial situations, make decisions of various types, actively search for their own style of managerial activity, individual image, reflection of the image of the Self. They do not reflect their integral-individual characteristics and creative possibilities.

A high (reflexive) level is characterized in the system of value orientations by stable moral self-regulation, not subject to situational factors. Life activity is dominated by a humanistic and socially oriented spectrum of motives, which is not limited to economic values. The main motives are a creative attitude to professional activity as the main area of self-realization, purposefulness, the ability to highly productive intense activity, to non-standard solutions and initiative. Communication with people, stimulation and provision of their development are considered as a priority area of management, as its essence. The adoption and implementation of decisions are reflected by future specialists. The ability to develop a management decision under conditions of uncertainty and risk has been formed; the implementation of the decision is effectively monitored and evaluated; take responsibility for management decisions.

Having considered various methods and means of training managers that exist in foreign and domestic science, we came to a hypothetical conclusion that the method of specific situations, business game, discussions, situational pedagogical tasks, and training can be the most effective. It is they, in our opinion, that contribute to the formation of a manager's culture of developing and making situational, tactical and strategic decisions in modern conditions. It is also important that the future manager is focused on interaction and contacts not with pure problems, functions, tasks, but with real people who turn out to be carriers of managerial tasks, complexities, problems, functions.

Highlighting the psychological and pedagogical conditions, the implementation of which should be carried out at all stages of the organization of the pedagogical process, we have identified



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the main ones: creating a comfortable environment; focus on the basic principles and models of adult learning; recognition of the identity and uniqueness of each student and orientation to the subject-subject relationship; learning goals should act as personally significant learning outcomes for each student. In the formative part of our study, these conditions were specified in accordance with the goals and objectives oriented towards the process of formation of readiness for managerial activity of future managers.

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