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FEATURES OF PROFESSIONAL DEVELOPMENT OF MANAGERS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

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Annotation: The article discusses important issues of professional development of managers working in the vocational education system. Scientific and theoretical methods of professional, pedagogical and psychological development of management personnel are analyzed.
Key words: Vocational education, development, advanced training, labor psychology, competence.

In Uzbekistan, extensive work is being carried out on the reform of the professional education system based on modern educational trends, and special attention is being paid to the training of qualified personnel by increasing its efficiency. In the new decree on the development strategy of Uzbekistan for the years 2022-2026, "Further improvement of the continuing education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in line with the modern needs of the labor market" identified as an important priority.

For this reason, today, the modern training system should meet the requirements for the managers of professional educational institutions, that is, the principle of development should be the basis of training activities. The concept of "development" is one of the main concepts of modern culture. It has different aspects and is considered by different disciplines: pedagogy, developmental psychology, sociology, age-related physiology and anatomy, philosophy and other disciplines.

In philosophy, development is used to define the movement from one state to another, which consists of the manifestation and increase of the existing state or the emergence of qualitatively new forms. Development is a natural transformation of matter and consciousness, just as all existence is evolving. Formation is the transition of being from one particularity to another, consisting of a realized action and an unrealized possibility. The philosophical interpretation of this concept considers the process of formation as a form, a stage of a category of development. This approach to understanding the processes of formation and development is preserved in psychology.

The concepts of "development" and "formation" are close in meaning. The term "development" generally refers to systems with a high degree of self-sufficiency and internal sources of personal change. The process of formation consists in changing the psychological dynamic functional structure of a person, mainly its content, under purposeful external influences.

The concept of "professional development" is also a category of psychology. In acmeology, which focuses on the consideration of the category of skill in terms of activity and personality, the formation process of activity skill is considered together with the development of the individual. Personal and professional development is a process of self-development, professional activity, professional interaction, formation of a person and his skills.

Based on the definition of these concepts, we consider the content of professional development from the point of view of psychology, acmeology, professional pedagogy and management in order to determine the specific features of the professional development of managers of professional educational institutions.

The basis of the concept of "development" is based not only on maturation or simple change in the period of time, but also as its qualitative change in the psychological system, in psychology, it is based on the approach of activity that leads to a fundamentally new structure and way of working.

From the point of view of materialistic dialectics, it is determined that the basis, means and decisive condition for the development of the individual is activity. A person is a real subject who receives

any influences, including pedagogical influence, through his activity, accepts them very carefully, but is open to them.

Acmeology is one of the branches of modern labor psychology, which deals with the study of the professional development of a person more than other scientific fields. Acmeology considers the potential area of the human psyche as a psychological and acmeological reserve. Psychological and acmeological reserves and current characteristics are considered by representatives of this direction as two aspects of a developing person. We completely agree with the scientist's words that the leader can realize his potential and turn it into reality if there are two conditions: 1) social demands arising from society, 2) "the individual, his own activity and interest in development" should also be taken into account.

V.R. Vesnin and I.K. Makarova single out training in various forms of professional development as the most important factor of professional development in management. V.R. Vesnin said that some experts consider professional development and training to be the same thing. The scientist defines professional development as "the process of solving new problems aimed at preparing employees to perform new production functions, occupying positions, eliminating the gap between the requirements for the employee and real human qualities."

Summarizing what has been said, it can be noted that professional development in both management and pedagogical management depends not only on the change of theoretical and practical experience, but also on the personal qualities of the specialist. In addition, as a conclusion, we consider three important conclusions. First, the process of improving the qualifications of the heads of professional educational institutions allows their professional development. Secondly, according to management researchers, professional development is carried out under the condition of creating appropriate programs, the content of which will help the professional growth of specialists. Thirdly, professional development is an important element of leadership activity as the ability of the leader to understand what is happening in the conditions of professional development and the possibility of personal and activity change.

Modern scientific literature often considers a competency-based approach to the professional development of the head of a professional educational institution. The concept of "competence" differs in the interpretation of different researchers. V. Yu. Krichevsky defines the competence of a leader as the availability of knowledge necessary for successful leadership and the understanding of the importance of a certain set of skills needed for management practice.

Summarizing the different interpretations of the competence of the head of a professional educational institution, we distinguish common features: competence is the result of improved work, includes practical and theoretical experience, and can serve as an indicator of readiness for a leadership position, or consists of the ability to perform management activities, readiness to perform management activities, important professional qualities that ensure this activity.

Reviewing the professional development of the heads of preschool educational organizations from the point of view of developing their management culture, in our opinion, realizing the need for professional growth, changing personal management activities and seeing oneself as a subject of these activities. It is important and important to understand the management and pedagogical values that arise for change and determine the goals of their professional development.

We consider the professional development of the heads of professional educational institutions in the system of professional education as changes in the management style, types of psychological restructuring in the way of activity: renewal, addition, improvement. Changing the goal is carried out depending on the role of personal activity of the head of the professional educational institution, awareness of responsibility for his professional growth and the level of management culture.

The analysis of pedagogical, psychological, acmeological studies and the study of theoretical sources of management allow us to draw several conclusions:

- the possibility of professional development in the training system is confirmed by the many studies we have presented above;
- according to management theorists, professional development in the system of professional development depends on the content of the programs aimed at the necessary training or, in fact, at the development of the professional skills of specialists;
- as the main component of the management activity of the heads of professional educational institutions, we distinguished gnostic, project, organizational and reflexive components;
- the professional development of the heads of professional educational institutions is determined by the level of its management culture and the change of goals in understanding the need to change the psychological positions that we have conditionally isolated, aimed at improving, supplementing and renewing management activities in the training system appears as;
- we determine the level of professional development of the heads of professional educational institutions as changes in the gnostic, project, organizational, reflexive components in the specified positions.

Based on the characteristics of the professional development of the heads of professional educational institutions, the following conclusions were reached:

- wide introduction of modern information and communication technologies and innovative projects into the educational system;
- to strengthen and strengthen the mechanism of social partnership in the field of education;
- updating the content of the educational system in terms of quality, as well as improving the systems of training, retraining and upgrading the qualifications of qualified professional pedagogues;
- step-by-step implementation of the principles of individualization in the educational process and improvement of teaching methods;
- wide introduction of mechanisms, technologies and approaches related to the organization of educational processes on a scientific basis and management of educational processes;
- involving large commercial organizations in the field of information and communication technologies and specialties in high demand in the international market in the organization of the professional education process;
- ensuring the flexibility and variability of educational forms and methods in organizing educational processes on a scientific basis;
- to create various additional opportunities for graduates of professional educational institutions that prepare them for vocational education. In this case, the profession in the higher educational institution chosen by the student should be close to the profession he/she takes in the professional educational institution;
- to assess the quality of professional education based on the information openness of professional educational institutions and to introduce a mechanism of continuous public monitoring, to increase the number of integrated centers providing certification and professional qualification categories in the regions;
- to further expand the scope of admission to higher education institutions: to expand the number of higher education institutions with the possibility of independently setting quotas for admission of students to foreign and domestic higher educational institutions, non-state universities. By putting the above recommendations into practice, it will be possible to develop effective models of organization and management of educational processes in professional educational institutions at a high level. This, in turn, is of great importance in the preparation of independent-thinking, competitive specialists with high intellectual potential, high moral qualities and qualities.

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