

Managing Educational Process: Pedagogical Diagnostics And Prognosis

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Abstract: *This article discusses the key factors contributing to the formation of professional competence in the management of higher educational institutions; manage the activities of competence degree, as well as a description of the level of professional competence of management personnel.*

Key words: *competence, communicative competence, component, linguistic competence, competence of information and communication technologies.*

The second half of the twentieth century and the first half of the 21st century was marked by the intensification of information and information technology in the educational process as the era of education.

Information and information technology has become a tool for quality assurance of the educational process. Researcher Adgoy Fetwi studies the resource center as a professional development institution and writes that "the information contained in the resource center is valuable not only for the professional activities of the teacher, but also for the individual [1]". The Resource Center not only collects information, but also creates information technology and educational innovations to ensure the effective functioning of human life and activities [4]. As a result of the activity, the content of education will be provided, or more precisely, the results of new research will be integrated into the pedagogical system. That is, the pedagogical activity, the pedagogical process, the pedagogical cooperation, the pedagogical reality (practice) is enhanced in the content [6]. Thus, the management of the educational process is improved.

Theoretically, the readiness to action of an expert means that he or she is ready to perform various functions of his or her own psycho-physiological system that means the orientation of psycho-pedagogical resources, their functional status. This implies a series of interconnected conscious actions to perform a specific task that is relevant to any level of control over a specific timeframe. Conscious actions are used to combine the results of intellectual activity with the materialization of ideas, ideas, attitudes, or more precisely, to shift the category of "mental" into the "conscious."

The subject of management in educational process:

- educational work;
- Scientific and methodical work;
- Research work;
- Organizational-methodical work;
- Spiritual and educational work;
- to have a clear idea of the results achieved in the field of educational work.

Given that management is a dynamic process as a pedagogical process, it is desirable for a manager to perform the following general functions:

- ethical function (formation of professional ethics);
- intellectual and developmental, that is, cognitive function;
- professional-communicative function (discrete-communicative);
- regulatory and legal function;
- inactivation function;
- axiological (evaluative) function;
- Positive-consumer function;
- hierarchical function;
- diplomatic function.

During manage activities, these functions also contribute to the professional and personal development for manage personnel. As a result, it is shown of

development and application of the components of the professional competence in the dynamics of professional practice.

In this process, Y.A Lobeyko observes the process of social activation of the individual and expresses that "information is expressed in the form of materialization, ideas or specific activities.[2] ". In our view, this is a pedagogical and psychological process, which is reflected in the management personnel, and with the functional competence of the basic competences expressed them, they achieve new results. This, in turn, ensures the development of a set of professional qualities.

Theoretically, it is used in the form of "Domestic competence + Social competence + Cultural competence + Linguistic competence + Educational competence + ICT competence + Media competence + Political competence + Management competence + Psychological competence = Management activity.

Professional competence is enhanced by the influence of internal and external factors, and integratively creates other types of competences. The scientific significance of this pedagogical characteristic in the case of management personnel of higher education institutions is that any professional competence is at a level [5]. T.N.Noskova, O.V Yakovleva and S.Kulikova examined this issue as an example of information culture, and observed that "at each level, in the form and content development of individual elements [5]". N.P Abubakirova and A.A Telnova, who studied the usage of the Internet in the practice of foreign language teaching, also noted that there is a level of development [3] Management activities (degree of competence in practice) define the nature (not the form) of the management personnel, for example, to describe the level of professional competence in order to demonstrate not only theoretical but practical significance:

The functional level of professional competence in the management staff of higher education institutions is expressed in their ability to clearly distinguish growth in management, reflecting their professionalism, professionalism, ability to

clearly distinguish tasks. This, in turn, encourages them to independently improve their professional knowledge, be aware of industry-related innovations, and identify ways to apply them in practice;

The intellectual level of professional competence in the management staff of higher education institutions is reflected in the ability of the employee to use their mental abilities to execute instructions in the field of management, ie in the field of management.

The level of professional competence in the management staff of higher education institutions is expressed in the attitude of the educational institution in the standard and non-standard situations that arise during the performance of their professional duties, depending on the objectives of education and training. It is noteworthy that management personnel have a targeted use of available resources;

The social level of professional competence in management personnel of higher education institutions is of particular importance.

For this reason, management is clearly shown to be able to achieve communicative and integrative skills in performing professional duties, particularly in collaboration with other leaders and staff of the educational institution and the community. At the same time, a clear definition of the purpose and subject of management ensures the content of the activity;

High level of professional competence in the management staff of higher education institutions, their independent work, and readiness to cope with the difficulties that arise when trying to solve various activities.

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