

## ECONOMIC REQUIREMENTS AND COMPETENCIES FOR LEADERS IN GENERAL SECONDARY SCHOOLS

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### Abstract

The transformation of society into a market economy has created the need to radically update the priorities of training specialists in the field of education management. Today, the professional activity of the head of the educational institution is inseparable from the economic context. With the reform of the educational system, the market of educational services is being formed, the status of educational organizations has changed and their economic independence has expanded, which has led to an increase in the responsibility of leaders and an increase in the level of their professional competence.

**Keywords:** competence, leader, school management, economic requirement, professional activity

Currently, the content of the activities of school leaders in Uzbekistan is significantly different from 15-20 years ago. In addition to the achievement by students of the educational results stipulated by the federal state educational standard, the educational institution is responsible for creating favorable conditions for educational activities, the state of health of students, their extracurricular activities, etc.

Modern state education policy assigns the director serious tasks related to managing the financial and economic activities of the institution. Social expectations mean the emergence of a new type of leader who has the need and willingness to ensure the competitiveness of the educational organization in the market of educational services. Qualification descriptions of the head of the educational organization show that managers should know the basics of the economy, methods of organizing the financial and economic activities of the educational institution; civil, administrative, labor, budget, tax legislation; should have the ability to attract additional sources of financial and material resources. In the conditions of modernization of the educational system of Uzbekistan, the compliance of the professional competence of the heads of educational organizations with the needs of time is the main factor.

In the conditions of increasing requirements for general secondary education schools, the organization of work has become more complicated and requires professional management. The English word "management" is derived from the Latin word "manus" - hand. Currently, management is a complex socio-economic phenomenon that is reflected in almost all aspects of society's life. Educational management occupies a special place among certain types of management (administrative, pedagogical, educational, banking, strategic, innovative, etc.). It includes the management of intellectual, financial, human and material resources in order to increase the effectiveness of the educational organization.

The problems of managing knowledge and intellectual capital in order to use them more effectively have become of primary importance in recent years. It is widely recognized that knowledge should be considered as an object of management. The level of competitiveness of enterprises is increasingly influenced by their ability to accumulate, consolidate and develop knowledge and, ultimately, sustainable advantages in the field of competition. Leading foreign companies (General Motors, Philip Morris, Xerox, etc.) allocate 3.5-10% of their income to knowledge management, vice-president for knowledge transfer, knowledge exchange manager, key positions such as director of intellectual property management are being introduced.

Obtaining information (specialization, qualification) is related to mastering knowledge of a certain content from various academic subjects. The content of education is based on the goals of education and is determined by the State educational standards. The economic changes that have occurred in our Republic have determined the demand for a number of professions that are new to our national economic practice. Among them is the profession of a manager. In connection with the introduction of modern management in the practice of general secondary education schools, the issue of requirements for managers in educational institutions is put on the agenda.

A manager is a person who professionally performs management functions using modern scientific methods of management. He is a professional leader. His professionalism is manifested in his knowledge of the market, its laws, his ability to forecast the organization's development and the ability to create the necessary conditions for achieving the organization's goals, his ability to manage resources and update management technologies from time to time. The manager manages people and the relationships between them, such as: uniting people around common goals, forming the need for continuous professional growth in employees, regulating the necessary work relationships, motivating and encouraging work, mutual respect in the team, it is important to have the skills to create an environment of trust and success. The experience of training managers abroad is measured by more than a hundred years. The need for this type of specialists is growing year by year. Currently, more than 70,000 Americans receive a managerial diploma each year. The total number of managers in Japan is more than 3 million, but, despite this, the problem has not lost its importance. One of the main



tasks of a manager is to effectively organize the work of subordinates. 80% of the problems managers face in their work are related to people. In the process of working in a team, he should constantly perform the functions of informing, motivating and educating. There is nothing worse in a leader's job than losing his subordinates. Only a leader who is not afraid to work with talented people and helps them realize their creative potential can become a skilled manager.

Therefore, training in the field of pedagogy and psychology is of great importance in training a manager. The word "management" is usually understood as an active influence on an object or subject system that is managed to achieve a specific goal. Today, several directions can be distinguished according to the meaning of management.

Thus, education has become not only an important element of scientific, technical and economic development, but also a direct part of the social and spiritual development of an individual and society. Because of this, the result of managing the educational process is an important socio-economic factor.

Managers aim to describe the functions and methods of management in practice in any field of human activity, including educational institutions. But in the field of education, management is manifested in its own way. First, it should be noted that educational institutions started introducing management quite late.

Implementation of management principles is carried out using various methods. Management methods - methods of influencing the managed object to achieve the goals set for the organization. These methods help to reduce the time and other resources spent on setting and implementing goals by solving specific management tasks. These management methods are applied to the team and some employees. It is appropriate to consider them as methods of management influence on the labor team and people.

A real approach to economic methods is possible only in conditions of independence of the organization. Economic methods help to determine production reserves and require changing the system of modern incentives, taking into account the economic interests of employees. In contrast to organizational-administrative methods, economic methods involve the development of general plans and means of their implementation. This activates the economic mechanism in economic relations. The main goal of socio-psychological methods is to create a positive psychological environment that helps to solve educational, organizational and economic tasks in the community.