

PROFESSOR-O'QITUVCHILARNING MALAKA OSHIRISH JARAYONIDA ILMIY METODIK TAYYORGARLIGINI BOSHQARISH

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Аннотация

Ushbu maqolada hozirgi kunda umumta'lim mакtab direktorlariga ta'lim jarayonini boshqarish bo'yicha ko'pgina vakolatlarini o'tkazish tamoyillari aniq ifodalangan. Biroq mакtab rahbarlarining uzluksiz kasbiy ta'limi nazariyasi sohasidagi ilmiy izlanishlar shu vaqtgacha asosan direktorga yo'naltirilgan.

Тайанч со'злар: postindustrial, tendensiyalar, texnologik, integratsiya,

УПРАВЛЕНИЕ НАУЧНО-МЕТОДИЧЕСКОЙ ПОДГОТОВКОЙ ПРОФЕССОРСКО-ПРЕПОДАВАТЕЛЬСКОГО СОСТАВА В ПРОЦЕССЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ

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В этой статье четко выражены принципы передачи большей части своих полномочий директору средней школы в управлении образовательным процессом на данный момент. Однако до тех пор научные исследования в области теории непрерывного профессионального образования руководителей школ были в основном направлены на директора.

Ключевые слова: постиндустриальный, тенденции, технологический, интеграция, педагогический, иллюстрация, модели.
педагогик, иллюстрация, моделлар.

MANAGEMENT OF SCIENTIFIC AND METHODOLOGICAL TRAINING OF PROFESSORS AND TEACHERS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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Abstract

This article clearly expresses the principles of transferring most of their powers to the director of a secondary school in the management of the educational process at the moment. However, until then, scientific research in the field of the theory of continuing professional education of school leaders was mainly directed at the director.

Keywords: Post-industrial, trends, technological, integration, pedagogical, illustration, models.

Introduction

The study of the scientific basis of the content and organization of the improvement of the innovative management activities of school principals required the analysis of works on the theory and methodology of training not only school leaders, but also other categories of pedagogical staff, first of all, teachers. It is the analysis of the quality of the teacher's daily work that is the main appropriate factor of the innovative management activity of school principals.

In recent years, the concepts of competence and competence have gained priority at the general didactic, general pedagogical and methodological levels. This, in turn, is related to their systemic tasks and metasubject role in general education. The increasing attention to this concept is conditioned by the recommendations of the European Council on the renewal of education.

This structural structure strengthens specific competencies for the pedagogue through knowledge, technologies and target values and allows to choose the form of development of each structural structure within any competence system. To increase cognitive content, it is enough to read special literature and periodicals, lecture courses in any competence. It is necessary to organize practical seminars, business games and trainings for the development of operational and technological content. Growing and developing personal valuable content is a big challenge.

Researchers who developed axiological approaches in the country's pedagogical science analyze the historical development of pedagogical theory and educational practice from the point of view of the theory of values [5].

The methodological aspect consists in changing the model of designing a continuous education system, which is conditioned by the need to determine the objective characteristics of the employee's professional competence, to conceptually base the entire model of the employee's work. From a methodological point of view, the school director's concept of continuous education should be based on the integration of modern education, cultural, competent approaches in terms of the theory of Total Quality Management [4] of modern educational management.

The introduction of the principle of variability into the school education process required the introduction of the methodology of management by results, the introduction of the assessment of the quality of the results of the pedagogical and managerial personnel of educational institutions from the point of view of the Total Quality Management methodology.

In the composition of competencies, the main elements of each competency are distinguished as behavioral indicators, and similar competencies are combined into clusters. Each competence is a kind of behavioral indicators, which are combined into one or more blocks depending on the nature of the competence. Behavioral indicators are measures of competencies used in evaluating employees, that is, they include the competence that exists and is observed in an individual, as well as the sufficient amount of information.

Also, within the framework of our research, the author's principles of the importance of personal management experience, the importance of the independent educational and scientific activity of school leaders, and the matching of the needs of leaders who are course participants to the goals of support are important. These rules were analyzed from the point of view of motivation by A. Maslow, D. McClelland and F. Gersberg. The authors propose to include in the training system the motivation of labor and the motivation of the work behavior of pedagogues of educational institutions based on these theories.

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