

**INNOVATIVE WAYS TO DEVELOP MANAGEMENT COMPETENCES OF
LEADERSHIP STAFF OF VOCATIONAL EDUCATION INSTITUTIONS**

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Abstract: The article puts forward practical proposals and recommendations for the introduction of new pedagogical and psychological innovations in the development of managerial competencies of senior staff of vocational educational institutions.

Keywords: Vocational education, Human resources, Human resources management, Emotional competence, Emotional intelligence, Director, leader, competence, manager.

Introduction. In the 21st century, the vocational education system is undergoing rapid technological and economic changes. The 4th industrial revolution, digital transformation, and new labor market requirements are fundamentally changing all education systems, especially vocational education. The “Concept for the Development of Vocational Education until 2030” has been adopted in Uzbekistan. This requires new competencies from leaders.

However, many heads of vocational education institutions grew up as educators, and their strength is in teaching and training in the profession. At the same time, strategic management of vocational education institutions, financial analysis, marketing, and partnership relations require other skills. Traditional “same-sex” training cannot compensate for the personal weaknesses of the leader (for example, uncertainty in financial calculations) or the need for individual development. For this reason, the system of developing managerial competencies based on an individual approach is considered a direction that will give only positive results.

Materials and methods. The implementation of the principles and methods of a competency-based approach to human resource management is an urgent issue. A. Ya. Kibanov, E. A. Mitrofanova, V. G. Konovalova and O. L. Chulanova developed the methodological foundations of the concept of a competency-based approach to human resource management. They analyzed the concepts of competency models. They also developed educational technologies for developing the competencies of university students by developing the principles and methods of building competency models and a methodology for assessing the key competencies of students studying in the “Human Resource Management” program¹.

P.A. Nechayeva and G.R. Yusupova developed a structural model of an expert system for managing information on the competencies of modern managers. This allows for effective management decisions on the use of personnel and predicts the development of the organization's human resource potential in modern socio-economic conditions².

¹ Концепция компетентного подхода в управлении персоналом: монография / А.Я. Кибанов, Е.А. Митрофанова, В.Г. Коновалова, О.Л. Чуланова. — DOI 10.12737/852. — Москва: ИНФРА-М, 2020. — 156 с. — URL: <https://znanium.com/catalog/product/1081867> (дата обращения: 03.12.2023). — Режим доступа: по подписке.

² Нечаева, П.А. Экспертная система управления данными о компетенциях современного менеджера / П.А. Нечаева, Г.Р. Юсупова. — DOI 10.26425/1816-4277-2023-1-36-47 // Вестник университета. — 2023. — № 1. — С. 36–47. — URL: <https://vestnik.guu.ru/jour/article/view/4171/2576> (дата обращения: 21.11.2023).

O.L. Chulanova's research identified the main elements of emotional competence of employees and heads of educational institutions. The author conducted a comparative analysis of methods aimed at assessing the level of development of emotional competence of employees. The study analyzed the relationship between the emotional resources of employees and the performance and competitiveness of an educational institution³.

O.M. Isayeva and G.A. Mkrtychyan analyzed the relationship between the level of development of a manager's emotional intelligence and the effectiveness of HR managers' management activities. The article presents the results of a study aimed at assessing the level of development of HR managers' emotional intelligence. The authors developed a special questionnaire to determine the importance of HR managers' emotional intelligence in their professional activities⁴.

I.A. Uvarova analyzed the behavioral indicators of the development of value-motivational and cognitive aspects of readiness for change in the heads of educational institutions. The author developed psychological and pedagogical methods for developing the competence of "readiness for change" in managers⁵.

E.N. Vasiliev, A.V. Shcherbakov and M.F. Kuragin developed a set of communicative competencies for a successful manager. The authors presented the results of a diagnostic study of the level of development of communicative competencies. Using students and managers as examples, the communicative social competence, emotional intelligence and subjective control of managers were analyzed⁶.

A. A. Derkach, I. A. Zimnyaya, A. K. Markova, L. M. Mitina, V. I. Sakharova, I. D. Chechel and others studied the professional and personal profile of heads of educational institutions. However, the difficulties that heads of educational institutions encounter in developing their managerial competence and their causes have not been sufficiently studied. The essence and content of managerial competence are an important integral personality trait, which is manifested as a decisive component of professional and pedagogical activity.

Modern employers require employees with both hard and soft skills. Hard skills are the competencies required to perform their jobs at a high professional level. For successful professional performance, managers need additional professional skills in their portfolio of

³ Чуланова, О.Л. Социально-психологические аспекты управления: эмоциональная компетентность руководителя в структуре soft skills (значение, подходы, методы диагностики и развития)/ О.Л. Чуланова //Интернет-журнал «НАУКОВЕДЕНИЕ».— 2017. — Том 9, № 1. — URL: <http://naukovedenie.ru/PDF/07EVN117.pdf> (дата обращения: 21.11.2023).

⁴ Исаева, О.М. Роль эмоционального интеллекта в деятельности менеджера по управлению персоналом / О.М. Исаева, Г.А. Мкртычян // Организационная психология. — 2019. — Т. 9, № 2. — С. 52–69. — URL: .

⁵ Уварова, И.А. Особенности ценностно-мотивационного и когнитивного компонентов компетенции «готовность к изменениям» у руководителей / И.А. Уварова. — DOI 10.25146/1995-0861-2022-62-4-377 // Вестник Красноярского государственного педагогического университета имени В.П. Астафьева (Вестник КГПУ). — 2022. — № 4(62). — С. 169–182. — URL: <https://cyberleninka.ru/article/n/osobennosti-tsennostno-motivatsionnogo-ikognitivnogo-komponentov-kompetentsii-gotovnost-k-izmeneniyam-urukovoditeley/viewer> (дата обращения: 25.11.2023).

⁶ Васильева, Е.Н. Коммуникативные компетенции в структуре «softskills» в рамках профессиональной подготовки студентов вуза / Е.Н. Васильева, А.В. Щербаков, М.Ф. Курагина. — DOI 10.17759/psyedu.2023150102 // Психолого-педагогические исследования. — 2023. — Т. 15, № 1. — С. 21–36. — URL: https://psyjournals.ru/journals/psyedu/archive/2023_n1/psyedu_2023_n1_Vasilyeva_et_al.pdf?ysclid=lqe5rr5q7u909918670 (дата обращения: 25.11.2023).

competencies. These skills are called soft skills, which are associated with the development of leadership qualities, the ability to build and develop a management team, and making effective management decisions in conditions of instability, uncertainty, nonlinearity, and ambiguity.

Discussion. Today, the institute that improves the qualifications of directors of vocational educational institutions is the “Institute for the Development of Professional Education”. The heads and deputies of the same vocational educational institution come to this institute to improve their leadership competence and, drawing on new innovations, contribute to the development of the system as leaders with new ideas in their workplaces.

As experts note, the content of training directors is moving from management, organizational and personnel management to pedagogical leadership (management practices aimed at creating an educational environment focused on achievement in vocational schools or technical schools, supporting and developing teachers, and improving the quality of teaching).

The qualifications of directors of vocational educational institutions are understood as their ability to solve management problems in specific socio-pedagogical conditions. Advanced training of directors of vocational educational institutions involves mastering new management problems or developing more effective methods (options, tools) for solving existing management problems. The study of theoretical sources and practice has shown that the majority of directors of vocational educational institutions regularly improve their skills through short-term courses or have completed professional retraining programs. Some have a second higher education in master's and specialized programs, and a small number continue their studies in basic doctoral studies, doctoral studies.

Today, it is very important to study international and foreign experience in developing the managerial competence of a leader in a vocational educational institution. Because in a leader, it is necessary, first of all, to form democratic qualities instead of autocratic qualities and to form the qualities that allow them to communicate face to face with an ordinary employee. In this regard, we will briefly review the experience of some foreign countries:

Singapore: “Manager Development Program” - a 6-month personal coaching program is very useful, and every head of an educational institution in Singapore today has his own daily routine based on this model.

Finland: A special master's degree for vocational education leaders, a practical development project, has been launched, which shows how important education and “lifelong learning” are for Finland.

South Korea: “Technical and Vocational Education Managers Academy” - personal courses have been launched on an online platform, which is a good opportunity for every head of an educational institution to constantly work on themselves.

At the same time, today a personal development plan (IDP) has been developed for the heads of vocational educational institutions in our country, which includes the following:

- Example: A.A., Director of a Vocational College;
- Diagnostic result: “Strategic Thinking” and “Financial Management” competencies are weak (2/5 points);
- Goal (SMART): Improve strategic planning skills by September 2024;
- Activities: 1) MOOC course “Enterprise Finance and Strategic Management”, 2) Monthly meeting with a mentor, 3) Development of a 3-year development strategy;
- Deadline: February - August 2024;

Conclusion. In conclusion, finding, researching and developing innovative ways to develop managerial competencies of leading employees of vocational educational institutions is one of the urgent issues facing the professional education system today.

It is recommended to organize a pilot project in this regard. For example, a 6-month pilot program can be launched with the participation of 3-5 directors of vocational technical schools in one region to develop their competencies. Based on the results, the project can be improved and implemented throughout the country.

Developing managerial competencies based on an individual approach is a strategic direction for increasing the effectiveness of the vocational education system. It allows increasing the personal responsibility of the leader, ensuring the continuity of professional growth, and expanding the innovative capabilities of the institution. Based on the above considerations, we put forward the following recommendations:

1. Develop and officially adopt the “Symbolic Model of Managerial Competencies of Heads of Vocational Educational Institutions”.
2. Formalize the IDP of each leader as an integral part of his work program.
3. Establish interregional management schools and conduct their activities within the framework of international cooperation.
4. Incorporating the results of the development of managerial competencies into the institution's rating and leader's incentive system.

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