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**DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE HEAD OF PRESCHOOL
EDUCATION ORGANIZATION AS A SCIENTIFIC PROBLEM**

Kurbanov Ibratbek

Independent researcher of Urgench State University, Uzbekistan

ABOUT ARTICLE

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Abstract: In this article analyzes the approaches of modern scientists to defining the concept of "professional competence". The authors of the article focus on the problem of the need to develop a model of professional competence of a modern head of a preschool educational organization. Based on the analysis of various components of professional competence, the authors propose their own model of professional competence of the head of a preschool educational organization.

INTRODUCTION

As an example of the nature, structure and formation of the professional competences of the leader reflected in various works, we can cite the scientific research activities of Spencer, Lyle M., Spencer Sain M., Lukashenko M. A., Popova E. P. In this regard, there was a need to study the professional competences of the head of the preschool education organization.

In order to successfully solve the problems of modernization of general education, which is the first level of preschool education, the head of the preschool education organization needs to understand his professional activity in a new way. There is no agreement among scientists about the components of the professional competence of the head of a preschool educational organization. In the composition of competence, scientists include various components and components (cognitive, operational-technical, ethical, social, motivational, behavioral, etc.) and a system of value orientations.

The educational process in a preschool educational institution can be efficient and effective only under the leadership of a leader who has professional competence as the main moment (image) of the

development of a preschool educational organization (hereinafter referred to as a preschool educational institution), whose management skills depend on the success of the educational organization as a whole.

Practice shows that the concept of "powers of the leader" is of particular importance in any professional activity. The classic definition of authority has several meanings: the scope of authority provided to a certain body or official by law, regulation; knowledge and experience in a specific field. We consider management competencies as the manager's personal ability to solve professional problems, as well as requirements for the personal, professional qualities of the head of a preschool educational institution.

A competency is a set of competencies; knowledge and experience necessary to effectively manage an educational organization.

We set ourselves the goal of creating a certain professional image of the head of a preschool educational organization, identifying and scientifically describing the professional, personal and behavioral competencies of the head of a preschool educational organization. For the manager, there is a problem of determining the relevance of requirements and solving a number of problems:

- creation of uniform requirements for the content and quality of management activities (activity evaluation);
- planning the professional development of the reserve of managers, developing job descriptions.

According to Lyle M. Spencer and Mr. M. Spencer, determining the components of the competence of a modern leader is based on five main personal qualities:

1. motives, that is, basic needs that guide human behavior;
2. psychophysiological characteristics-tendency to certain behaviors;
3. self-awareness - human attitude and values;
4. knowledge - the amount of knowledge a person has;
5. to acquire skills-cognitive and behavioral skills.

Therefore, by professional competence we understand the leader's awareness of needs and interests in professional activity, social roles and motives, behavior, professional abilities and professional opportunities in accordance with professional requirements. We identified four groups of competencies that describe the head of a preschool education organization:

1. Personal competence, including the level of personal self-development and reflects the personal position of the leader's pedagogical, legal and managerial activities.
2. Social competence, which is carried out in the conditions of professional activity in the conditions of mutual relations with the team.
3. Network competence, which includes a set of knowledge and skills specific to preschool education, including solving specific pedagogical problems.
4. Management authority, which includes the manager's ability to perform his duties, their combination may reflect the professional authority of the head of a preschool educational institution.

Based on the classification, we developed a questionnaire for parents of kindergarten children and preschool teachers, consisting of four closed questions and including criteria professionally important competencies that the head of a preschool education institution should have:

1. indicate the most important management powers that the head of a preschool educational organization should have:
 - formation of the strategy of the educational organization and its implementation;
 - effective personnel management of preschool education organization;
 - quality management of modern education;
 - management of information flows.
2. indicate the most important sectoral powers of the head of a preschool educational organization:
 - effective management of the educational process;
 - administrative and financial management of economic activities;
 - practical application of pedagogical knowledge;

CONCLUSION

In conclusion we believe that the problem of the formation of professional qualifications of a preschool teacher in the context of modernization of professional education requires additional scientific research.

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