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DEVELOPMENT OF MANAGEMENT COMPETENCES IN THE PROCESS OF EDUCATION AND TRAINING

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Annotation. *This article analyses about the development of managerial competence, integrated information systems, information and educational portal, as well as information and methodological systems, continuous monitoring mechanisms and andragogic principles focused on the cognitive level and corporate-individual needs of managers. Also characterizes the process of management staff in education sphere , their skills and development in education system. Management competence of the management staff of the higher education institution - the acquisition of knowledge, skills and competencies necessary for effective work in the field of management, personal and socially significant qualities, the ability to make independent decisions in clear and non-standard situations, self-governance and is the level of preparation associated with a sense of responsibility for the action.*

Keywords: *management competence, integrated information-methodical systems, continuous monitoring, andragogic principles ,significant qualities, empirical analysis, requirements, approaches ,current curricula ,modernization.*

Introduction

The current state of the process of development of management competence of the management staff of higher education institutions requires the widespread introduction of innovative technologies in the education system through the modernization of the content of vocational education, diversification of educational services, which contributes to improving the quality of education through the

transfer of advanced foreign experience, innovations in the education system, including modern, interactive and creative methods of teaching;

This, in turn, shows that the development of management competence can be achieved through the effective use of information technology, the creation of modern information and methodological systems, electronic information learning environment, and the need for targeted research in this area.

Management competence of the management staff of the higher education institution - the acquisition of knowledge, skills and competencies necessary for effective work in the field of management, personal and socially significant qualities, the ability to make independent decisions in clear and non-standard situations, self-governance and is the level of preparation associated with a sense of responsibility for the action.

The development of managerial competence was considered as an integrated process based on modern approaches, innovative technologies, the acquisition of new knowledge, skills and competencies in the field, aimed at improving the level and quality of professional skills based on individual needs and qualification requirements.

Indeed, the successful implementation of the task associated with the widespread use of information technology and information systems in the development of managerial competence of managers today requires the improvement and widespread implementation of integrated information systems for the application of advanced teaching methods and forms in retraining and advanced training.

During our empirical analysis, the content of the current curricula of advanced training courses for managers of higher education institutions was analyzed. These programs include the regulatory framework and legislation of higher education, modernization of the educational process and teaching activities in the higher education system and the introduction of innovative educational technologies, professional competence and creativity of education managers, information and

communication technologies in management, electronic information of higher education institutions. the formation of the educational environment, practical foreign language, systems analysis and optimal decision-making technologies in management, as well as the development of a quality culture in higher education.

At the same time, integrated information and methodological systems for the development of managerial competence, including distance learning, webinar technologies, portal technologies, public information systems, automated monitoring, electronic portfolio, are the content of the programs and training materials created on the basis of these programs. Topics related to systems are not fully reflected. Within higher education, professional staff are not comprised of one unified body of workers, but a loose association of diverse staff whose main defining characteristic (from an organizational perspective) was, until recently, simply that they were "nonacademic" staff – literally defined in the negative (Sebalj et al. 2012). The enormous range of professional norms and workplace cultures encountered within the broad body of professional staff (both within and across institutions) poses a number of challenges to researchers in this space, for example, the risk of missing significant nuance by treating this diverse body as a singular group or focusing instead on a small subset and thus risk missing larger trends. Other challenges researchers might face include the comparison and overlaps that the literature makes (or fails to make) between the career experiences of professional staff to their academic colleagues within higher education institutions, or even the comparisons with professional counterparts within commercial or governmental sectors

Empirical studies have shown that the teaching aids developed in the above areas are mainly based on the traditional approach, which does not adequately form e-learning resources, multimedia products, video, audio materials, as well as distance learning resources based on interactive-innovative technologies.

The above analysis shows that today the improvement of the integrated information and methodological system is one of the most important issues in

improving the quality of the educational process, aimed at developing the management competence of management. In this regard, our study analyzed the content, components and andragogic principles of the integrated information and methodological system, which serves to develop the management competence of management personnel. Here also we can talk about leadership in education system. Two big challenges characterize leadership today. One is the need to juggle a growing series of paradoxical demands (do more with less; cut costs but innovate; think globally, act locally). The other is the unprecedented pace of "disruptive change," which speeds up the interaction of these demands and simultaneously increases the pressure on organizations to adapt. These challenges have significantly amplified the need for versatile leaders who have the ability to cope with a variety of changes and the wherewithal to resolve competing priorities. It is not an overstatement to say that versatility is the most important component of leading effectively today. Versatile leaders have more engaged employees and higher performing teams. Their business units are more adaptable and innovative. Their organizations are more capable of gaining a competitive advantage because they know how to disrupt before being disrupted. In short, versatility is the capacity to read and respond to change with a wide repertoire of complementary skills and behaviors. Leaders are typically better at reading change than they are at responding to it, largely because developing a broad range of behaviors requires a systematic effort that often pushes them out of their comfort zones. To help leaders understand how to expand their behavioral repertoire, we devised a practical model that synthesizes the work on leadership behavior from the last 100 years of research in both psychology and management. Because of the paradoxical demands versatile leaders face, our model emphasizes opposing but complementary behaviors: It makes the distinction between, on the one hand, *how you lead* (in terms of interpersonal behaviors for influencing and interacting with other people) and, on the other hand, *what you lead* (in terms of the organizational issues you focus them on). *"*How you lead*"* makes the

distinction between forceful and enabling leadership. Forceful leadership is about asserting personal and positional power. Enabling leadership is about involving others and bringing out their best. Both include specific pairs of behaviors: taking charge versus empowering, being decisive versus being participative, and being demanding versus being supportive. Similarly, "what you lead" makes the distinction between strategic and operational leadership. Strategic leadership is about positioning the organization to be competitive in the long run. Operational leadership is about implementation and getting things done. Both also include specific pairs of behaviors: setting direction versus driving execution, growing the business versus focusing resources, and introducing innovation versus providing order and stability. The first step toward helping leaders develop versatility is assessing their current ability to use an effective mix of the above behaviors. The goal for most leaders, then, is to develop the ability to consider opposing needs and avoid maximizing one at the expense of the other simply because their current skill set makes them more attuned to it. While diving deep into the details of execution on a project, for example, can the leader also keep one eye on the big picture? Or while involving the team in a decision, can the leader also synthesize their input and make the call? It's a tall order. As F. Scott Fitzgerald wrote, "The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function." The first is learning from a variety of different and challenging work experiences that can broaden their perspective, promote a wider range of skills, and provide a network of colleagues with different expertise and points of view. Versatile leaders tend to have more diverse career paths and work experiences than others, as well as the learning agility to absorb lessons and incorporate them in their leadership tool kits. We encourage managers to compare their current skills and experiences to those needed in jobs they aspire to and seek out roles that can stretch them. For instance, being a part of the strategic planning process — even as "gopher" or notetaker — can provide exposure to new skills that are practiced less in tactical jobs. Seeking commercial

experience in different businesses is also a great way to prepare yourself for enterprise leadership.

The second is ongoing feedback and development. It's crucial to get input about the impact and effectiveness of your behavior. Versatile leaders not only respond well to change, they also change their behavior in response to constructive criticism. With everything in constant flux it's helpful to hear from coworkers about what adjustments you can make to strike a better balance. A simple way to get this feedback is to ask respected colleagues the questions recommended by the late Peter Drucker: "What should I stop, start, and continue doing to be more effective?" A more involved, and systematic, approach would be to complete a personality or strengths assessment, and follow up with others by asking, "How do you see me using these specific strengths? Do I ever tend to overdo them?"

The third strategy for developing versatility is personal development: becoming a more well-rounded person. This involves being aware and open to opposing skills and behaviors and not being blinded by your strengths. Versatile leaders show a pattern of stepping beyond the familiar and comfortable, often intentionally, to stretch themselves. Their less versatile counterparts, on the other hand, often have a rigid and narrow view of themselves as a particular type of person, and think opposing perspectives and behaviors should be avoided rather than experimented with and learned from. The challenge is again paradoxical: Can you maintain a strong, coherent sense of self while also allowing for the possibility of becoming an expanded and more capable version of yourself? One useful strategy is to periodically invite colleagues with skills and perspectives different from your own out to coffee or lunch. With an open mind, try to see things from their point of view and understand their ways of thinking. You might even ask what they are reading, how they learn, and sprinkle some of those examples into your regular routine.

Related to this third strategy, there is a great debate presently raging, not just among leadership professionals but also among sports coaches, teachers, and parents who

want to prepare athletes, students, and children for an increasingly uncertain future. On the one hand, there are those who recommend maximizing strengths, which leads to people becoming narrow specialists. On the other hand, there are those who recommend trying a variety of things, which leads to people becoming broad generalists. David Epstein's book, *Range,* provides an excellent analysis of this debate.

Our program of research and practice squares with Epstein's conclusion: The wider a leader's lens on the world, the larger their repertoire of skills, abilities, and behavior, and the broader they are as a person, the more likely they are to lead their people, teams, and organizations to success in a rapidly-changing world. Professional and Support Staff in Higher Education by no means address all the challenges, issues, and opportunities in career development for professional staff; they are not intended to. Rather, they open a dialogue and extend conversation in an emergent scholarly space. By rigorously documenting and critically examining both original research and personal experiences within a broader scholarly framework, these chapters extend our knowledge and contribute to a growing evidence base for the expansion of theory. The broader dissemination of this work is highly timely. There are some promising signs that institutions are increasingly recognizing professional staff as a key component of the workforce, as evidenced by strategic plans and workforce

Methodology and results

Information-methodical system is a necessary scientific-pedagogical, information-informational, normative-methodical (qualification requirements, curricula and programs) and educational-methodical (educational, methodical manuals, textbooks, e-learning resources) used in the educational process. monitoring and evaluation developments, etc.) is a set of resources.

Introduction of modern information and communication technologies in the process of professional development of management staff. Formation of modern

methodology of professional development processes; Integrated information that allows to improve the quality of design, organization, management and control of educational processes, individualization of educational processes, identification of effective forms, methods and means of interaction and communication with students, as well as the introduction of independent forms of training aimed at their continuous professional development and the basis for improving methodological systems.

An integrated information-methodical system is a manageable and dynamic system for the subjects of the educational process, designed to provide convenient educational services based on modern trends and information and communication technologies in the context of modernization of education.

Analyzing in the context of the research problem, the integrated information-methodical system is an integrated model consisting of a hierarchical relationship of modern information and communication technologies and forms, methods and means of teaching.

Integrated information-methodical system - includes content-structural, process and methodological-technological, qualimetric control components arising from the cognitive level, development indicators and corporate-individual needs of students and aimed at developing their creative potential, including variability, modularity, flexibility of teaching. , governance and socio-economic efficiency are the main criteria.

As a problem of our research, integrated information-methodical systems are used to automate all the mechanisms of the training process and cover all work processes, from planning the training process to monitoring the post-training activities of the trainees. In this case, the integration system is an automated system that meets the various needs of users, supporting a single mode of interaction with the user, including methods of data presentation.

In our opinion, in the development of integrated information and methodological systems that serve to develop the competence of management personnel, as its components:

- The quality of teaching materials for independent learning of students;

- organizational and managerial structure that supports interaction with the audience, effective and efficient exchange of information;

- The organization of tutoring services that support students' independent acquisition of scientific and pedagogical information, learning tasks;

- Mechanisms for evaluating the results achieved and its quality monitoring are important.

This, in turn, contributes to the development of managerial competence:

integration of quantitative and qualitative indicators of the achieved and planned results in professional activity;

encourage active professional activity;

ensuring transparency and openness of information related to professional activities;

modification and improvement of the universal matrix of general cultural, general professional, professional and practical competencies;

entering the virtual labor market by expanding the scope of cooperation;

ensuring meaningful communication with various higher education leaders in the industry;

development of multimedia competence and ensuring the introduction of the results of information technology in the educational process;

development of reflexive, self-assessment skills;

creates conditions that provide opportunities for a holistic understanding of the process of formation, planning and management of the purpose of educational, educational, organizational, scientific and methodological activities.

Materials and Methods

In this 21st century, the term "technology" is an important issue in many fields including education. This is because technology has become the knowledge transfer highway in most countries. Technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way people think, work and live (Grabe, 2007). As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider ICT integration in their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012). Integration of Information, Communication, and Technology (ICT) in education refers to the use of computerbased communication that incorporates into daily classroom instructional process. In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environment (Arnseth & Hatlevik, 2012). While, the aim of ICT integration is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students, it also refers to benefits from networking the learning communities to face the challenges of current globalization (Albirini, 2006, p.6). Process of adoption of ICT is not a single step, but it is ongoing and continuous steps that fully support teaching and learning and information resources (Young, 2003). ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that students are familiar with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of

technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013). It is right to say that almost all ranges of subjects' starts from mathematics, science, languages, arts and humanistic and other major fields can be learned more effectively through technology-based tools and equipment. In addition, ICT provides the help and complementary supports for both teachers and students where it involves effective learning with the help of the computers to serve the purpose of learning aids (Jorge et al., 2003).

In the course of our research, the Main Scientific and Methodological Center under the Ministry of Higher and Secondary Special Education developed and implemented in order to improve the process of retraining and advanced training of managers and teachers of higher education institutions, the creation of integrated information and methodological support, monitoring of training processes. The portal www.bimm.uz on the Internet was also analyzed.

www.bimm.uz - information-educational portal. Main scientific-methodical center, providing information and retraining of teachers of higher education institutions, providing access to various information resources, information and modern educational technologies

First category (vice-rector)	**Second category (dean)**	**Third category (Head of departments)**
55%	47%	45%
Formation of knowledge and skills about integrated information-methodical systems		

The analysis showed that, firstly, the audience, the leadership of higher education institutions, did not have a complete picture of the integrated information and methodological systems, secondly, the content and components of existing

information and methodological systems did not cover the requirements of competency-based and person-centered approaches; training is not systematized and, fourthly, the didactic capabilities of integrated information systems are not systematically used in the development of managerial competence of management personnels.

We know that the information-methodical system consists of tasks and tasks that provide the formation of the necessary skills and competencies of students, as well as the qualification requirements of retraining and advanced training courses, the content of science programs, determine the amount of knowledge they need to master, presented in a logical system , will need to conform to the principles of continuity and finally to meet the principle of structurality.

The didactic requirements are:

- Provided information resources should be reliable, relevant to the current state of the science, systematic and consistent, demonstrative, linked to practice;

- The optimal version of the scientific and educational ease of teaching materials;

- The description of teaching materials should be learner -centered.

In accordance with these principles, the study identified the structure of an integrated information and methodological system that serves to develop the management competence of the management staff in the process of professional development.

Results and discussion

Integrated information-methodical system

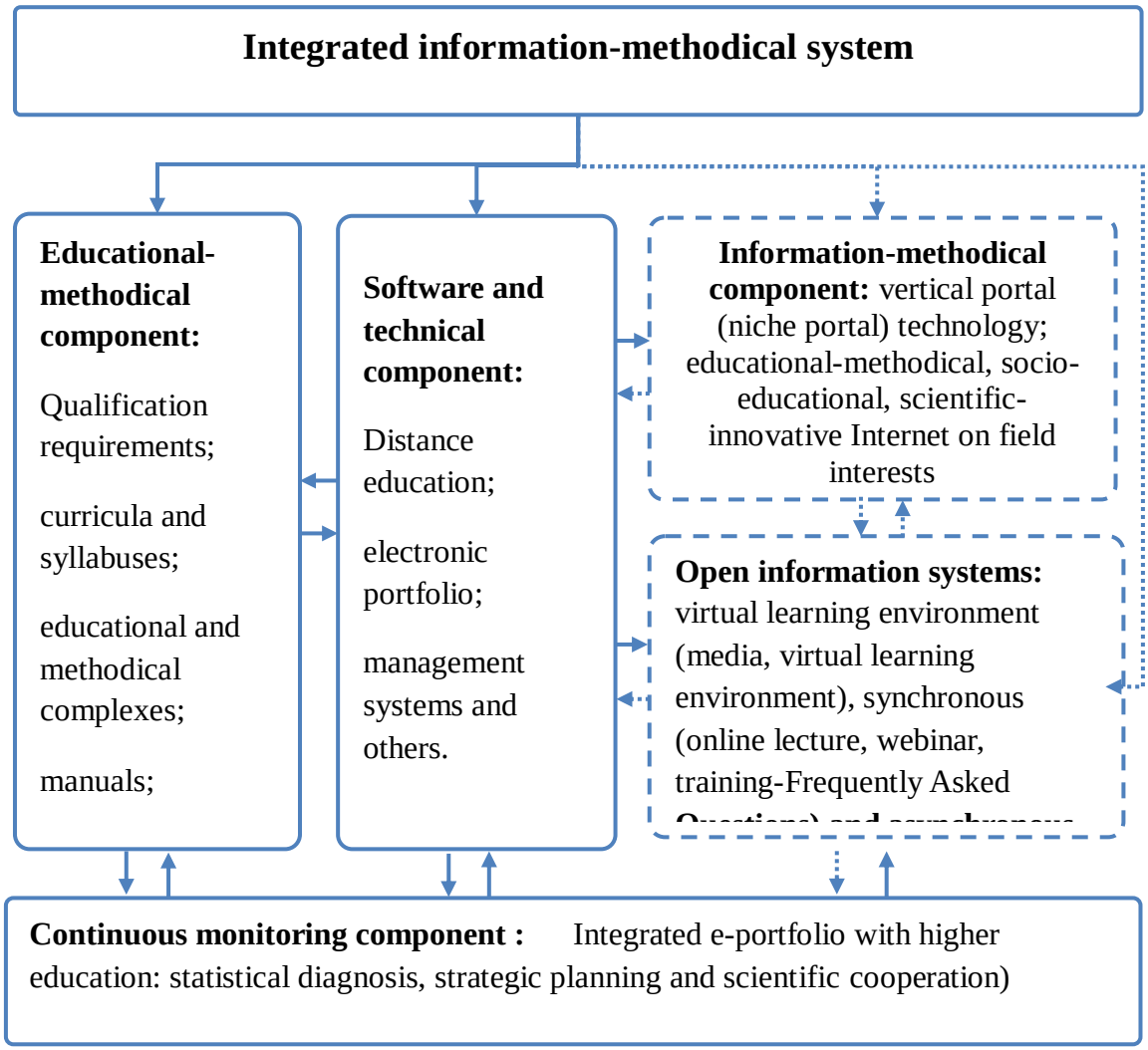

Figure 1. The structure of the integrated information-methodical system

During our research, the following components of the improved integrated information-methodical system were developed on the basis of the author's approach:

- vertical portal (niche portal) technology, is a type of activity aimed at providing information in specific thematic areas, based on the needs of the audience. That is, the introduction of tutoring and consulting services for retraining and advanced

training courses for managers; professional development trainings focused on the most common questions (Frequently Asked Questions) in their management activities.

- Through the introduction of educational-methodical, socio-educational, scientific-innovative Internet community (internet-community) on sectoral interests, ie the organization of online group forums, webinars, group online projects based on interests.

- Improved open software - media.bimm.uz portal, including public open online courses (multimedia products).

In order to improve the integrated information and methodological system, it is necessary to meet the andragogic requirements.

The main difficulties in adult education are psychological in nature and are directly related to factors such as fear of failure, difficulty in mastering new requirements in science and specialization, lack of knowledge of information and communication technologies and foreign languages, lack of competence in information processing strategies. Designing processes for the development of managerial competence of managers of higher education institutions on the basis of an andragogic approach provides continuous improvement of their professional level and skills, self-management, professional motivation, stimulation of creative potential, as well as full use of personal potential. At the same time, it is necessary to accurately predict the "social portrait of the audience", to create an information-reference database based on needs; pedagogical facilitation; It is expedient to define the content of information and methodological support, the correct structure of the educational process, in particular, the choice of innovative forms, methods and tools of teaching that serve to develop the professional and managerial competence of students and create a collaborative free-creative learning environment.

Conclusion

In conclusion, organizational and pedagogical conditions and motivational mechanisms for the development of managerial competence will be developed through the use of alternative and differentiated professional development programs based on diagnostics and continuous monitoring of professional performance and the use of integrated electronic portfolio information system. The very first stage of ICT implementation must be effective to make sure that, teachers and students are able to make the best use of it. Thus, preparations of a technology-based teaching and learning begin with proper implementation and supports by the school top management. If the implementation process of technology integration in schools take place appropriately from the very beginning stage and the continuous maintenance are adequately provided, ICT integration in schools will result in a huge success and benefits for both teachers and students. The use of ICT especially in teaching and learning is more about practicality as compared to theories and that is why teachers must be given time to learn and explore it, face the "trial-anderror" phase before they are completely comfortable with its usage and able to make use of it for teaching and learning. Finally, the integration of ICT in classroom needs serious consideration in order to increase the competency of the country's education system. This will help in increasing the world ranking of the national education and produce the better future work force. In order to enhance the use of ICT in classroom, the government needs to improve and change the teachers' belief about the integration of ICT in classroom. As the teachers' role is the key role in making any of the new policy to be implemented efficiently and successfully. The changes that is taking place is driven by advanced technology and communication devices that should be available to students wherever they are either at school or home. In addition , the needs for teachers to be literate and have good skills and knowledge in using ICT to improve their teaching methods and approach is desired to promote effective learning as well as

to meet the demand of the 21st century teaching skills. Also, the development of an integrated information and methodological system - innovative portfolio, the development of individual learning trajectories - personal learning environment - PLE, the widespread introduction of media education tools (smart media - Facebook, Twitter, Flicker, Youtube, etc.) and training courses. - It is expedient to improve the methodological support on the basis of a wide range of training programs, open educational and educational resources, training developments and tutoring system aimed at the development of mixed learning technologies and management competence.

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