

The Development of the Educational Activity of the Manager as a Factor and Result of Improving His Skills

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ABSTRACT

This article deals with the problems of developing the educational activity of the head of professional educational institutions as a factor and result of improving his qualifications. The level structure of the educational activity of the head in the process of improving his qualifications is developed.

KEYWORDS: Educational activity, subject, subjectivity, components, Adaptive, Presentational, Integrative

The activity of the head of professional educational institutions, unfolding in the process of improving his qualifications, can be characterized by the concept of "educational activity", which is expressed in the ability of the head to independently create and implement their own educational program of professional development. In other words, educational activity is considered as a characteristic of the subject in the activity of training while improving their skills. The problem of a person as a subject of social activity, which is based on individual experience, has long been widely developed in the psychological and pedagogical literature. Various phenomena of subjectivity, components of subjective experience, basic needs of the individual, various characteristics of subjectivity, principles of organization of educational systems that develop subjectivity are analyzed.

In this connection, let us turn to the concept of subjectivity. B. G. Ananyev wrote: "... a person is primarily a subject of the main social activities -work, communication and cognition, through which both the interiorization of external actions and the exteriorization of the inner life of a person is carried out» [1].

The basis of the subject's activity is individual experience. According to V. N. Myasishchev, the subjective experience reflects: the biography of a person, various influences, the results of everyday life and real relationships with the surrounding world, which makes the process of cognition a personally significant comprehension of this world. Experience is carried out in the form of accumulation of knowledge, skills, skills and relationships, but the personality is formed not by knowledge, skills and skills, but by relationships[2].

Osnitsky A. K. identifies the following components of subjective experience: 1) value experience (associated with the formation of interests, moral norms and preferences, ideals and beliefs); 2) experience of reflection (accumulation by correlating a person's knowledge about their capabilities and possible transformations in the subject world and himself with the requirements of the activity and the tasks solved in this case); 3) experience of

habitual activation (involving preliminary preparation, rapid adaptation to changing working conditions, calculation for certain efforts and a certain level of success); 4) operational experience (including general labor, professional knowledge and skills, as well as self-regulation skills); 5) experience of cooperation (formed when interacting with other participants in joint activities) [3].

Let us turn, first of all, to the concept of the activity of the subject: among the characteristics of subjectivity, it occupies a special place, combining the categories of motive, attitude and action.

According to A.V. Petrovsky, activity, as an active state of the subject, is determined from within, from the side of his attitude to the world, and is realized outside - in the processes of behavior. The internal basis of activity is the motives, goals and the fund of individual skills, the external-activity: a holistic motivated and targeted act of behavior. Activity acts as a transformation of the relationship between the needs of the subject and the possibilities of their satisfaction [28, p. 259-264].

The activity of the individual depends both on the subject of the activity and on the conditions in which this activity unfolds [5]. A person is always a subject of the historical and social process as a whole, a subject of concrete activity, in particular, a source of knowledge and transformation of objective reality. At the same time, the activity itself acts as a form of human activity that allows him to improve the surrounding world and himself.

We believe that the activity of the listener can be considered in two different, but interrelated aspects: activity in a specific learning situation and activity as a quality of personality, with the former participating in the formation of the latter. The term "creative activity" is understood as the activity of the student in creative activity, and not as the level of his activity in general. Gradually, the structure of the need-motivational sphere becomes more complex, the level of independence and consciousness increases, activity begins to be realized in activity and, thanks to practice, becomes a habitual form of behavior. Cognitive activity is manifested in the direction and stability of cognitive interests, the desire for effective mastery of knowledge and methods of activity, in the mobilization of volitional efforts to achieve educational and cognitive goals. Being a condition of cognition, cognitive activity is not an innate trait - it is formed in the process of activity itself and at the same time affects the quality of this activity.

Therefore, the concept of educational activity, in which the reflexive aspect dominates more than in cognitive activity,

is preferable. On the other hand, the use of the acquired knowledge in the specific conditions of educational institutions for the improvement of pedagogical activity is connected with creative activity. Thus, educational activity fills the gap between cognitive and creative activity, combining the categories of cognition and creativity in the activity of the teacher's teaching.

Studying the educational activity of a manager in the context of his professional development activities, we consider educational activity as "a professionally significant quality of a manager's personality, which is expressed in his ability to independently build and implement his own educational program in the process of professional development".

We also identified a number of indicators that allow us to judge the change in the level of educational activity of the head in the learning process, which were used in our

study: the content of an individual educational request to the educational program, the features of the content of the educational program, the direction of educational activity, the involvement of the head in the educational process and independence in creating an educational program.

First of all, let's consider the content of an individual educational request. Adaptive educational activity of a teacher forms an information and methodological request most often for new information in the normative field of professional development content. The presentational educational activity of the teacher presents the educational program with a demonstration and methodological request for new types of activities or new technologies and leads to the unification of teachers in homogeneous groups on similar problems. At the integration stage, a request is formed to develop problems and projects with other people, and heterogeneous groups are created.

Table 1 The level structure of the educational activity of the head in the process of improving his skills

| Indicators of educational activity levels | Levels of educational activity | | |
|--|--|--|--|
| | Adaptive | Presentational | Integrative |
| Content of the individual educational process | informational and methodological (most often for new information in the normative field of contents) | demonstration and methodological (for new types of activities, integration into homogeneous groups on similar problems) | the request to develop problems and projects with other people, the emergence of goethe-rogen groups |
| Features of the content of the educational program | selection of content from the proposals of the organizers of the professional development program | horizontal connections are expanded, and a choice is made from what is proposed by colleagues | managers themselves determine the order of work, create their own " educational route» |
| Orientation of educational activity | to satisfy aninformation request | the opportunity to present and evaluate their experience | to rethink their own experience and transform it through the creation of joint projects |
| Involvement of the supervisor in the educational process | low, reproductive | quite high, but the individual experience is presented in the context of only the existing problems | high, expressed in proposals for the development of projects |
| Independence in creating an individual educational route | there is no independence in the choice of educational programs | developed independence in the formation of the educational route, but requires consultation with teachers developed independence in the formation of the educational route, but requires consultation with teachers | when forming an educational route, there are also consultations with colleagues, a large degree of independence of the head in the educational process |

Thus, it is established that educational activity is one of the professionally significant qualities of the personality of the head and, being an integral characteristic of the personality, is able to develop. Educational activity is considered in accordance with the objectives of the study, as a condition for the professional and personal growth of the head in the context of the problems of continuing education, namely, the problems of improving the skills of the head of professional education.

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