



DEVELOPMENT OF MANAGEMENT COMPETENCIES IN THE CONTEXT OF A GLOBAL PANDEMY

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Annotation

The issues of development of competencies of management personnel were analyzed, foreign experience in competency assessment was analyzed. Also, in the context of the global pandemic, the need for communicative, information work, personal development, socially active citizenship, cultural, literacy, science and technology innovations and the formation of competencies in leadership is scientifically based.

Keywords: government, development, management staff, education, management, evaluation, leadership, competence, promising young staff.

Introduction

In the context of the global pandemic, the practice of selection, selection, evaluation and training of personnel in the civil service on the basis of competency-based approaches is expanding. A competency-based approach is being used effectively to ensure the efficient functioning of the public sector. In the context of the global pandemic, that is, in a situation of uncertainty, various models have emerged as a result of further refinement of these approaches. In particular, competency-based management systems in Western Europe focus on the requirements for positions and functional responsibilities rather than the knowledge and work experience of individual candidates.

In international practice, many methods of group assessment are used to assess performance, determine the capacity of management staff and determine their career trajectories, including: "qualification", "graphic rating scale", "critical events", "goal management", "evaluation centers", "There are methods of assessing competence, such as "BARS", "360 degrees" and "720 degrees".

Assessing the competencies of management personnel in the context of a global pandemic requires reviewing past results, rewarding past achievements, and setting goals for future skills development. Prospects The assessment and development of managerial competencies can be one of the indicators of the quality of personnel management in the organization. The process of assessing and developing the





competencies of management personnel provides not only the necessary basis for the successful management of personnel work, but also important information for other functions of human resource management. In the current uncertainty, it is important to assess the competencies of management staff, as it is the exchange of views on the results, decisions on staff training and development, approval of the selection process, implementation of rotation,

Analysis and Results

The development of management staff competence depends on the effectiveness of personnel management. In this case, the organization plays an important role not only in the selection of competent professionals, but also in the development of staff competencies and their motivation on this basis. It is also important to assess performance to determine how competencies have developed or the need for development. Therefore, the management of the organization should have a good understanding of the performance evaluation factors, be able to use the evaluation results to identify important competencies and important work behaviors. The advantage of a competent approach to assessment is that they typically include success-related factors - technical, leadership, and interpersonal relationships. Competency models are useful,

In the context of the global pandemic in general, the organization of the educational process on a remote basis in the training of young leaders (dual system of half-training in practice, the German experience) aims to ensure continuity and consistency of skills acquisition in accordance with state educational standards. As a result, the young leader of the reserve will have the following general cultural and professional competencies:

- The use of quantitative and qualitative methods for applied research and management of business processes, the preparation of analytical materials on their results;
- Mastering the methods of economic and strategic analysis of the behavior of business entities;
- Generalization and critical evaluation of research results on management problems identified by local and foreign researchers;
- Ability to present the results of research in the form of a scientific report, article or report;
- Ability to justify the relevance, theoretical and practical significance of the topic of the master's dissertation;



- Conducting independent research using various software tools, quotes, working with Internet resources, etc.

During the internship and internship will gain skills and abilities in organizational and legal, socio-economic, information-analytical and managerial activities. The ability to know and use normative legal documents in the field will increase. That is, legal competence (use of knowledge related to regulatory documents in the field of socio-economic activity) has been formed.

Also, professional and managerial competencies are formed during the internship and internship of young managers (Figure 1).

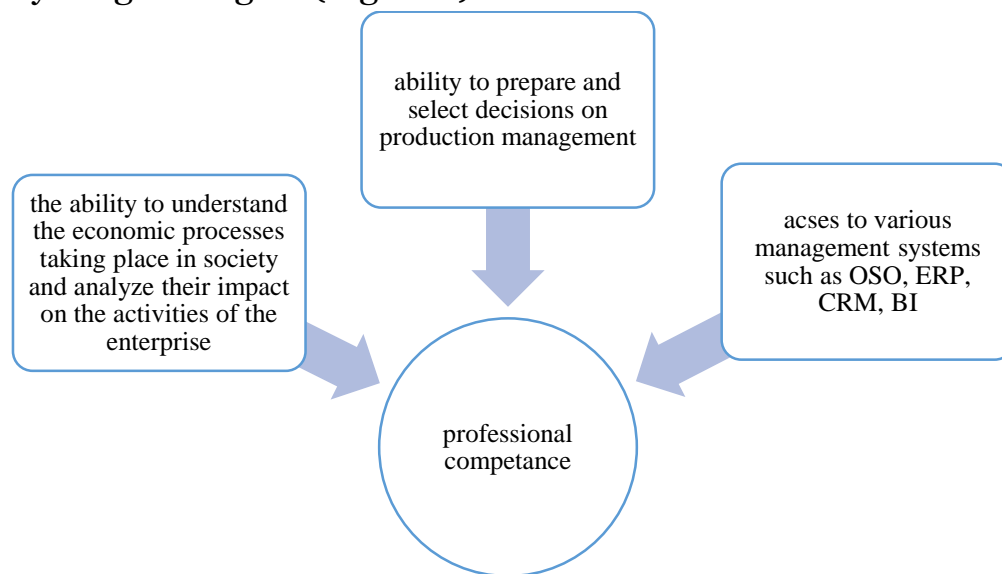


Figure 1. Professional competence of a young leader

Thus, the most important practical results of the introduction of virtual education systems in the development of skills and competencies of managers in the context of a global pandemic are:

- Improving the quality of training based on increasing the level of competence in the educational process using modern information technology;
- The use of interactive teaching methods, improving the creative and intellectual components of the educational process;
- Integration of various educational activities (teaching, research, practice, etc.);
- Adaptation of information technology to the specifics of the organization of educational activities of training centers;
- Development of new information technologies that help to intensify the professional activity and motivation of students;
- Development of information technology for distance learning in the process of practical training;



Although management training is a priority in the UK, there is no centralized system for training them. That is, managers are given the opportunity to individually choose the training program. At the same time, many courses, programs and seminars have been organized for them. In the UK, the Ministry of Employment and the Ministry of Science and Education provide continuing education for management staff.

In the UK, the idea of professional self-development of executives has been implemented. This idea is reflected in the curricula of advanced training and retraining courses organized for them. In particular, attention will be paid to identifying the characteristics of civil servants and creating an individual training map for each specialist. At the same time, emphasis is placed on the development of basic competencies of civil servants. Such competencies include wise time management, personal resource management, analysis of successes and failures, prioritization of professional activities, ability to work in a team, and the ability to limit oneself in communication and behavior.

By the way, competencies are interpreted as a system of requirements for a particular position. Competencies are also expressed through behavioral characteristics. In 2003, the country adopted the PSG (Professional Skills for Government) system, which defines the competencies of civil servants at all levels and levels (Figure 2). This document serves as a program for personnel services of government agencies and managers.



Competences included in the PSG system

Leadership is the foundation of the PSG model. In addition, special emphasis is placed on information competence. Effective communication, information security, information and data analysis, IT competence are among them.





In addition to this document, the Seven Principles of Public Life in the United Kingdom are defined as core values. These are: 1) Impartiality; 2) Principledness; 3) Privacy; 4) Accountability; 5) Openness; 6) Honesty; 7) Leadership.

Although at first glance these principles may seem abstract, their content is clearly articulated. This places real restrictions on the activities of officials and allows them to monitor compliance with these principles. Importantly, such a model allows the introduction of another dimension - the value dimension. In general, the development of clear criteria for assessing the competence of managers in the UK serves as an incentive for them to improve their knowledge and skills.

France has gained a reputation as a country of democratic traditions. This country played a decisive role in the emergence of modern state structures. The French model of the civil service system was also a tradition in Italy and Spain. In these countries, the professionalism of management staff has been identified as one of the priorities in the organization of the civil service. Currently, the system of management training in France is working effectively. All educational institutions where managerial staff is trained serve to form in them high professionalism, competence, professionalism, management culture, effective communication skills. In addition, it is important to teach these institutions how to communicate with citizens, ie consumers of public services.

Today, President Shavkat Mirziyoyev has intellectual potential, is able to think and observe independently on the basis of modern scientific achievements, independently searches for the necessary information and analyzes it, communicates with everyone, applies the knowledge gained in educational institutions in life. He paid great attention to the development of young people. At the same time In today's global pandemic, the development of methodological guidelines on the competencies that need to be formed in management personnel is a requirement of today (Figure 3).

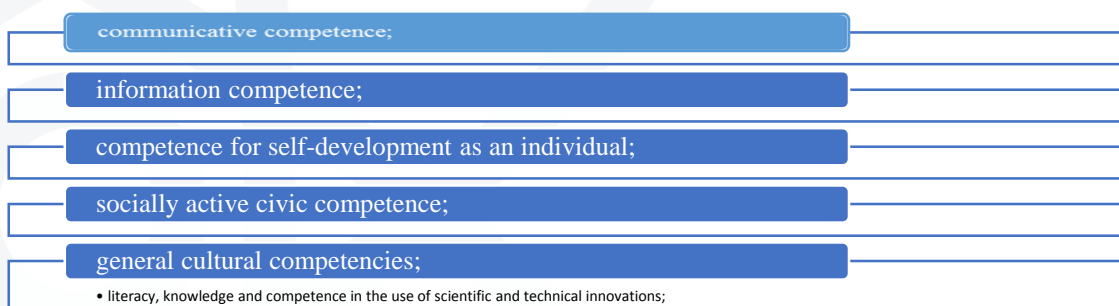


Figure 3. Formation in management personnel in the context of a global pandemic required competencies



This requires training based on a competency approach. Competency-based education is education aimed at developing the competencies of students to apply the acquired knowledge, skills and abilities in their personal, professional and social activities.

1. Communicative competence. Be able to articulate clearly and clearly what they have learned on the Internet, both orally and in writing, and ask and answer questions logically based on the topic;

- Adherence to the culture of interaction, the ability to work in a team;
- To be able to defend his position in the conversation, respecting the opinion of the interlocutor, to convince him;
- Be able to manage their passions in different conflict situations, respect other listeners, make the necessary (constructive) decisions in resolving problems and disagreements.

In ways of applying competence, communicative competence can be developed in groups to develop students' understanding of the Internet and teach them how to use it properly. When working in a group, listeners have independent communication and exchange of ideas.

2. Competence in working with information. Find and use information on the Internet from available information sources (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.). Competence in working with information teaches students to independently gather information, research, observe, and prepare for a new lesson. To do this, pre-listeners are given basic phrases or questionnaires on a new topic. Listeners become more independent communicators and prepare for a new lesson.

3. Competence for self-development as an individual.

Striving for mental development and intellectual maturity as a person with information about the Internet;

- Be able to work independently and regularly;
 - ability to control oneself, honesty, accuracy, to have the necessary information, to search for it, to extract the necessary from it;
 - Be able to solve problems encountered in everyday life using life experience.
- Constant self-improvement as a person, learning, independent research, self-assessment, self-control, access to the necessary information, finding them, extracting what is needed from them, and using everyday experience to solve problems encountered in everyday life. the use of interactive methods aimed at shaping the qualities of resolution.



4. Socially active civic competence. Understanding the importance of the Internet in society and feeling that it is involved in the events, happenings and processes that take place. Socially active civic competence is mainly didactic game technology aimed at increasing the activity of listeners in solving written tasks, finding test questions, answering oral questions, knowing their rights, communicating in everyday situations, expressing their opinions, expressing their knowledge.

5. General cultural competence. To know the impact of the Internet on our universal and national values. Working in a team and in small groups, teaches the correct pronunciation of computer terms, working with an ICT glossary, the use of our national values.

6. Literacy, knowledge and competence in the use of scientific and technical innovations. Be able to make personal, family, plans based on information on the Internet;

- to quickly and cheaply read and use the necessary and necessary information in daily activities. The way of life of the listener is to study the events that surround him, to see far, to apply the available information to life and use it correctly, to teach him to find solutions to life problems in the short term.

In the countries of Southeast Asia, the recruitment of civil servants and their professional development is based on the results of education and examinations. In Singapore, senior officials and other civil servants are advised to obtain a master's degree in public policy and public administration from a university that is as prominent as possible. The availability of programs to train civil servants abroad in middle-income countries such as Indonesia, Malaysia, Thailand and the Philippines is evident from the fact that Southeast Asian countries place great emphasis on vocational training. In other countries, such as Vietnam and Cambodia, a certain level of education is not required to enter the civil service. Formal education and training do not guarantee that reform programs have all the professional qualities required to address national development and effective support..

Conclusion and Suggestions (Conclusion / Recommendations)

It is important to form the competencies of personnel in public administration, to increase their theoretical and practical knowledge, skills and professionalism on the basis of the model of competencies.

In our country, the selection of personnel according to their potential, their transfer to management positions, the correct assessment of their abilities and capabilities, as well as to obtain full information about it.





Competent approach to personnel in the field of civil service in our country is an integral part of personnel policy of many countries. On this basis, based on the experience of developed countries, it is important to develop a model of competencies for civil servants in our country, to assess personnel according to their competencies, to recommend positions, to introduce transparent mechanisms of career advancement.

Based on the above, we consider it appropriate to make the following recommendations based on the views and conclusions expressed in the study.

1. Applying a competent approach to the evaluation of managers and employees in the civil service, certification, recruitment of new candidates, appointment of a new manager, the creation of a reserve of management personnel in the organization gives good results. Applying this approach will make it possible to appoint suitable people to leadership positions and limit various random factors.
2. When creating a competency-based assessment system, it is advisable to take into account, as far as possible, the specifics of the professional activities of the organization and to involve experts who are well versed in the activities of the civil service.
3. It is necessary to establish an "Assessment Center" in the country as a way to perfectly implement the system of competence assessment. This means that it is recommended to use this method in the assessment and training of leaders throughout the country. Training psychologists who can use this method will become an even more important task.

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