SUPREME EDUCATION IN THE SYSTEM MANAGEMENT EMPLOYEES AND STUDENTS COMPETENT APPROACH BASED QUALIFICATIONS DEVELOPMENT ORGANIZATIONAL MECHANISMS

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Abstract
The technology of professional competence development of managers based on the andragogic approach includes the goals, the content of the educational material, the purpose of the educational material and the actions to master it, the predicted results of the activity, normative and diagnostic requirements for each stage of training.
The article discusses the technology and requirements for developing the professional competence of managers based on an andragogic approach.

Keywords: Competence, requirement, process, ability, method, principle, motivation, activity, goal.

Introduction

The main goal of developing the professional competence of managers is to prepare qualified specialists who are competitive in the labor market, oriented to their profession in a harmonious and diverse field of activity, capable of working effectively with world-class standards, and ready for continuous professional growth, social and professional mobility. To develop the professional competence of managers, it is necessary not only to use technical means of training, but also to analyze factors that increase the effectiveness of education, design and use techniques and materials, as well as to identify principles and develop techniques for optimizing the educational process through evaluation of the methods used.

Research Methodology

It includes general teaching technologies based on leading didactic principles, including all general didactic methods, as well as methods based on a scientific approach, diagnostics of specific pedagogical goals, research and design of educational activities of employees, including: collective teaching methods; student-oriented educational technologies; gesture-contextual educational technology; game technologies; active teaching methods; life training with a holographic approach; problem- based learning; programmed learning; integrated educational technologies;

modular educational technologies, developmental educational technologies, adaptive learning; suggestive learning; information (computer) educational technologies; distance learning.

At the current stage of developing the professional competence of managers based on the andragogic approach, the search and implementation of pedagogical technologies is actively being carried out: innovative teaching, modular teaching, project-based teaching, distance learning, etc. It is these technologies that can be used in the process of developing the professional competence of managers based on the andragogic approach.

It is precisely the forms and methods of teaching that help answer the questions of what to teach and how to teach. Currently, explanatory and demonstration methods of training managers traditionally prevail in the system of professional development. Passive methods do not allow the listeners to rebuild their mental activity in a short time, do not help them develop a new attitude to reality or make specific decisions independently.

Three motivating reasons for the emergence and practical application of pedagogical technologies have been identified in the scientific literature: the need to introduce an active approach to the pedagogical system; the need to stimulate and activate educational and cognitive activity; the possibility of expert design of a technological chain of procedures, methods, organizational forms of interaction between students and teachers that ensure guaranteed educational results and reduce the negative consequences of the work of an unqualified teacher [6].

Important features of pedagogical technologies consist of a combination of three main informational, instrumental and social components [1].

The information component is based on the ideology, concepts, and principles that determine the nature and content of pedagogical activity, its goals and objectives of personality formation, and is expressed in the teacher's scientific knowledge about the needs, trends in social development, and basic knowledge.

Educational technology should be based on a reliable scientific basis and have the necessary educational and methodological tools in the form of a set of educational materials.

Motivational support of the learning process consists in developing the confidence of the audience in the ability to master the subject and strengthening the understanding of its importance. The formation of motives is a process as a result of which a certain activity acquires personal meaning for the individual, creates a stable interest in it and transforms the externally defined goals of the activity into the internal needs of the individual. In this regard, any standard technology should: ensure the implementation

of educational goals; be possible for any teacher to implement in any educational institution; be provided with exemplary educational equipment and teaching materials.

The instrumental component determines the means and methods based on the diversity of scientific knowledge, skills and experience accumulated by humanity in the fields of education, culture, production and social relations. The instrumental component is based on educational and cognitive activity, since in order to master the cultural wealth accumulated by humanity, specially organized cognitive activity is carried out from outside or by the listener himself. Its meaningful result is the scientific knowledge, abilities, skills, behavioral forms and types of activity acquired by the listener.

Analysis and Results

As a result of mastering this knowledge, a worldview is formed in the listener. As a result of acquiring skills and qualifications, professional skills are formed. The instrumental component is inextricably linked with the didactic creativity of the leader, which determines his activities in the field of education in developing various methods of selecting and compiling educational material, methods of its mastery by listeners. The essence of the technology of the pedagogical process is that the leader moves from managing operations to managing actions, and then to managing the activities of employees.

The social component is the teacher's ability to instill knowledge, skills and qualifications in the audience, to create his own professional strategy. Taking into account that a complete pedagogical process is possible only as an exact repetition of a previously developed pedagogical technology, that is, clearly defined pedagogical tasks include an adequate technology for solving them.

An important component of the social component (teacher, student) is a pedagogical project to create an ideal model of leadership activity and predict its results.

In the pedagogical field, the associated Tamoy language was divided into two parts, the insonning boards of the Tamoy language and the self-translation of the Tamoy language became their own. The pedagogical debate, which was divided into three parts, became a source of inspiration for the development of the school. The first step is to create a model (pedagogical modeling), which includes a general description of the creation of pedagogical technology, tools, situations and basic methods of achieving pedagogical goals. In this case, it is necessary to choose the educational content of the teaching methods and teaching methods, to choose the objectives of the teaching.

The second stage involves the creation of a pedagogical project, which allows the created model to be brought to the level of practical use. This stage involves the selection of a technology and the development of an educational technology aimed at a set of goals or a single priority goal.

Project creation is the third stage of pedagogical design, which allows you to bring the created project closer to the real conditions of educational and cognitive activity. The design of the pedagogical process includes analysis, diagnostics, forecasting and development of an activity project. The technology of designing the pedagogical process includes the unity of design content (constructive-content activity), material means (constructive-material) and activity (constructive-operative).

The technological creativity of the leader in the search and creation of new subsystems, pedagogical processes and educational-pedagogical situations that contribute to the development of professional competence of leaders based on the andragogic approach is defined as activity in the field of educational technology and design. The set of knowledge about the methods and means of conducting the educational process can be called "educational process technology".

At the present stage of development of pedagogical thinking, the main method of developing professional competence of managers based on the andragogic approach is subject-subject relations, which imply a joint research process. The dialogue is built on a diagnostic goal statement expressed in a specific problem. Taking into account the deep differences in the motivational, value and other qualities of managers, solving the problem requires the development of fundamentally new educational technologies. In turn, the problem of abilities is the core of the problem of individuality. The problem of abilities has two main aspects: heredity relations and the influence of the environment; qualitative and quantitative expression of abilities. Many psychologists consider general abilities to be the main reason for educational success. They should be taken into account when developing educational technologies for andragogy education. There are such main types of individualization of education as adaptive-normative, priority of abilities, comprehensive individualization, typological individualization. In the process of developing a technology for the development of professional competence of management personnel based on this approach, the following tasks are solved: determining the optimal option for distributing program material, developing a structural-logical diagram of the structure of classes and the relationship of the main elements of pedagogical technology, drawing up a working program based on the selected option for distributing program material, providing the program with educational and training tools, and training pedagogical personnel to implement the technological model.

There is a firm opinion that technology brings pedagogy closer to specific sciences, turning pedagogical practice, including the teacher's creative activity, into a fully organized, controlled process, and positive results can be predicted. This, as noted by V. P. Bespalko, is a deep meaning of the importance of pedagogical research on this issue .

This is primarily explained by the following:

- firstly, through pedagogical technology, students try to minimize the pedagogical experiment in practical teaching, and secondly, they take the way of initially designing the educational process and then repeating it;

- secondly, unlike previously used methodological lesson plans intended for the teacher, pedagogical technology implies a design of the learning process in which the student himself determines the structure and content of the learning activity;

- Thirdly, an important feature of pedagogical technology is the process of goal formation. If in traditional pedagogy the problem of goals is set very vaguely, and the level of their achievement is very approximate, then in pedagogical technology this is the main problem, considered from the point of view of two aspects: diagnostic goal setting and objective control of the quality of goal determination;

- Fourthly, due to the idea that the subject of pedagogical technology is a project of a certain pedagogical system, an important principle of the development of pedagogical technology and its implementation in practice is formed - the principle of integrity, structural and substantive. This principle means that when developing a project of the future pedagogical system of any type of education, it is necessary to achieve a harmonious interaction of all elements of the pedagogical system horizontally (during one period of study) and vertically - for the entire period.

At the same time, it is impossible to make changes by restructuring one element of the pedagogical system without affecting others. For example, a change in the purpose of education leaves its content and learning processes unchanged. Such deformed pedagogical systems, as history shows, end only with endless restructuring of curricula and programs.

Conclusions and Suggestions

The didactic and methodological support of the proposed technology for developing the professional competence of managers based on the andragogic approach is carried out by analyzing options for advanced training programs for managers of the education system.

According to the analysis of various methods of traditional pedagogy, their achievements lie precisely in the fact that in traditional pedagogy the qualities of

independence of thinking and action are not sufficiently effectively formed. These qualities, undoubtedly, lie at the intersection of the personal characteristics of the individual and the professional qualities of the specialist. Time dictates the need to search for ways to increase the level of preparation of specialists for practical professional activity. The technology of developing professional competence of managers based on the andragogic approach is based, on the one hand, on modeling professional activity in the process of professional development, and, on the other hand, on individualizing training.

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