CHARACTERISTICS OF ORGANIZING PROFESSIONAL IMPROVEMENT OF LEADING STAFF

Doliev Asliddin Tulkinjon Ugli
Basic doctoral student of the "Main Scientific Methodological Center"

Abstract: *The article "Features of organizing professional development of management personnel" examines the significance and features of the process of professional development of managers in an organization. The State examines the various approaches and methods used in organizing professional development, and also identify the main features and challenges that organizations face in supporting the growth of management personnel. The author also discusses the importance of supporting change and organizational culture, as well as working with managers to achieve success and professional truth. Based on the study, recommendations are proposed for organizations on the effective organization of professional development processes for managers. This article will be useful to managers and HR specialists who are interested in improving the quality and effectiveness of management and the organization.*

Keywords: *Organization, professional development, management personnel, approaches, methods, leadership, challenges, organizational culture, change management, recommendations, leadership quality, effectiveness.*

In Uzbekistan, professional development of management personnel is one of the most important tasks in the development of business and the country's economy. Government bodies, educational institutions and business associations actively cooperate to provide a system of professional development and advanced training for managers at different levels.

According to the Ministry of Investment and Foreign Trade of the Republic of Uzbekistan, in recent years there has been an increase in the number of education and training programs for managers. In 2021 alone, more than 5,000 executives from various industries took part in professional development programs.

One of the successfully implemented projects in the field of professional development is the "School of Leaders" under the Committee for Economic Development and Statistics of the city of Tashkent. Every year, this program provides intensive training and master classes for more than 500 leaders of local businesses and organizations.

In addition, the practice of cooperation with foreign organizations to conduct professional development programs is actively developing in Uzbekistan. Thus, in 2021, in partnership with one of the largest international business schools, the course "Effective Team Management" was organized, in which more than 200 heads of various organizations took part.

Despite the growing activity in the field of professional development of management personnel, challenges and problems still exist. Some of these include the need to develop individual leadership skills, adapt to changes in the business environment, and provide adequate funding for professional development.

In general, professional development of management personnel in Uzbekistan is a priority. Strengthening the education system and cooperation with international partners allows us to create favorable conditions for the effective development of managers and increasing the competitiveness of business in the country.

Training- tinglovchi faoliyatiga mўljallangan talim shakli bўlib, u talim beruvchi tomonidan ўqitishni emas, beams taxsil oluvchilar tomonidan mustakil va faol ўrganishni kўzda tutadi.

Mashgulot davomida talim beruvchi trainer sifatida, yani tinglovchilar faoliyatini tashkil etuvchi, maslahatchi va rakbar sifatida ishtirok etadi.

When organizing and conducting trainings, it is appropriate to be based on the following principles:

The first principle is the activity of students, which is fundamentally different from the activity of a person listening to a lecture or reading a book. In training, trainees are engaged in specially designed behaviors. These behaviors take the form of finding a solution to a situation, exercising, observing the activities of others.

The second principle of organizing trainings is to understand the essence of the educational material. According to this principle, the teaching process is carried out through the awareness of the participants. Feedback is the main means of understanding the educational material by the audience. Feedback indicates that the training participant receives information about the extent to which the goal has been achieved. The listener receives this information from the trainer or another participant.

Research, creative approach is the third principle of training organization. The essence of this principle is that during the training, its participants understand and search for the essence of the studied educational material with a creative approach, discover the ideas and laws known in pedagogical practice, as well as their personal intellectual reserves and opportunities. Based on this principle, the trainer should come up with and design such situations, so that the listeners have the opportunity to understand the true essence of the material, try it, and experiment. This principle can be implemented in the form of working in pairs, discussing in small groups, etc.

The principle of cooperative communication is also one of the important principles. This principle envisages that training participants strive to take equal positions and make decisions that take into account the feelings and interests of other people.

Implementation of the above-mentioned principles in a certain sequence is one of the conditions for ensuring the effectiveness of the work of training groups. The effectiveness of the trainings is that it allows to provide an individual approach in preparing the trainees for specific practical activities.

A teacher working with older students needs to be a fully mature, knowledgeable and experienced specialist. In trainings, the main task of the teacher is to direct the discussion in the right direction, to encourage the audience to achieve the goal of the training. The trainer does not create the process taking place in the group, but organizes and manages it. The trainer's ability to create a supportive environment that allows the training to be accomplished will ensure the training is successful.

As we mentioned above, working with adults in the training system requires a high level of professional skills from the teacher. It is difficult even for a highly qualified and experienced teacher to teach his colleagues - qualified specialists. However, older students have a stronger motivation to study. But among them there are listeners who are eager for new things and have a strong desire to read, as well as their opposite.

Before the start of the training, the teacher should get to know the audience in detail. By studying the opinions and needs of training participants, the teacher will have the opportunity to make changes to the training program and work individually with the audience.

We can include such methods as discussion, "force to think", "pinboard", business game, role-playing, working with a book, cooperative learning, among the teaching methods used in trainings.

Debate is an active teaching method, which is conducted in the form of a discussion, an exchange of ideas on a certain problem. This method is distinguished by its wide range of possibilities in the training process. This method is widely used for the following purposes:

➢ formation of new knowledge;

➢ to motivate students to think deeply about this or that issue, to get to the bottom of it;

➢ to teach students to understand the difference between the evidence and the conclusion;

➢ formation of communication skills, teaching students to be firm in their opinion and defend it.

If the discussion is free-flowing, or guided within the framework of a specific topic, it will be more effective. In a free discussion, the teacher only initiates it, and does not interfere in it, he plays the role of a referee. Emphasis should be placed on the process itself, and participants should be encouraged to express their opinions clearly.

When guided discussion is used, it should be planned to reach conclusions that reflect the essence of the learning task, and should be relevant only to the topics and questions to be mastered.

Brainstorming is a way of generating ideas. Training participants try to solve a difficult problem together: they put forward their personal ideas to solve it. The main task of this method is to motivate the student to independently understand and solve the problem.

One of the teaching methods used in trainings is "pinboard". The essence of the pinboard method is that the discussion or educational conversation is connected with the practical method. When this method is used, students develop a culture of communication and discussion, as well as the ability to express their opinion not only verbally, but also in writing, and the ability to think logically and systematically.

Business or role-playing games are a type of problem task. Only in this, instead of textual material, a life situation is staged in which students play roles. Activity or role-playing games perform the following tasks as a teaching method:

➢ development of creative abilities, including teaching to explain, define and analyze new situations;

➢ to develop logical thinking, speech, the ability to learn to environmental conditions;

➢ encourage students to study, encourage and motivate them to draw independent conclusions;

➢ formation of responsibility, communicativeness.

Heuristic discussion is used in solving problems whose solution is somewhat complex, step by step. For example, if a problem needs to be solved, its causes are considered one after the other, and then a final conclusion is made.

During the training, it is recommended to perform psychogymnastics exercises to increase the trainees' ability to work, attract attention and increase intellectual activity before the start of the training every day.

Psychogymnastics includes many different exercises, including oral or written exercises. They can be taught in small groups or together with all training participants. With the help of psychogymnastics, issues such as activating groups, reducing fatigue, and raising mood are solved.

Several types of educational organization can be used in training sessions. At the same time, we can emphasize that such forms of education as "working in pairs" and "working in groups" give good results.

Working in pairs is one of the organizational forms of education, it is very simple and easy to organize, and it is also very convenient for students who have not learned to work in groups, and it teaches teamwork. It can be used in initial practical training, small seminars. The disadvantage is that it is more effective to solve the problem in small groups of 4-6 people than in two people. In addition, working in pairs in large workshops is time-consuming and relatively boring.

Organization of work in groups is relatively time-consuming, but gives a high result. It is not recommended to give less than 20 minutes to work in groups. In addition, all stages of working in groups should be carefully thought out, all auxiliary tools should be prepared in advance.

Actual problems in higher education in the era of globalization

In training sessions, small groups independently analyze, generalize and conclude various situations and problems. Also, each small group presents its work. At the end of the training, the training will be concluded in order to provide feedback between the participants and the trainer. In this, the students express their opinion on the training day, the extent to which the training has achieved its goal is analyzed.

A number of educational tools are used in the training sessions. Educational tools are auxiliary materials designed to demonstrate the educational material and ensure the improvement of the effectiveness of the educational process. Educational tools are usually divided into teaching techniques and teaching-methodical materials.

The technical means of teaching help the teacher to demonstrate educational materials. They include the auditorium board, board-stand, board-notepad, overhead projector, slides, video films, multimedia and others.

Teaching-methodical materials help students to work independently and become more active. These include handouts, worksheets, control tests, texts, study guides, etc.

Each teacher is looking for an opportunity to get information about his activity and the extent to which the educational process has been implemented, as well as for further improvement of this process. We have this opportunity by evaluating the training session or the entire course.

Effectiveness evaluation is the determination of opinions about the effectiveness of the training session, the learning of the trainees and the quality of teaching. In order to make an objective conclusion about the strengths and weaknesses of the training, it is necessary to choose the right assessment methods. There are a number of methods for evaluating the effectiveness of training, such as oral and written surveys, card surveys, topic analysis, and evaluation questionnaires.

The evaluation methods listed above have their own advantages and disadvantages. Therefore, it is appropriate to use them depending on the purpose of the assessment and the allocated time.

In the oral survey, each of the listeners will give a verbal assessment of the training session. The teacher will mark the important points. In this case, the opinions of the listeners should not be criticized. The reason is that there may be cases of switching to another topic. After the listeners express their opinions, the teacher can clarify or explain their opinions based on scientific and practical sources. The advantage of the oral survey method is that it can be done quickly.

Polling using flashcards expands the possibility of unbiased evaluation. There are several types of this method. In one of them, the listeners speak their thoughts while sitting in their seats. The teacher or one of the listeners writes down the thought on the board or cards, and then sticks the cards on the stand. When using this option, it is necessary to create such an environment where the listeners can express their thoughts freely and openly.

In another option, the students write their thoughts on cards and give them to the teacher. Then the teacher reads the cards aloud and classifies them together with the audience.

The advantage of the survey method with the help of cards is the short time it takes to evaluate, and at the same time, the teacher will have information not only about the evaluation of his training, but also about the extent to which the opinion of the majority is the same.

Topic analysis - allows you to get information based on the evaluation of individual topics. A simple table is created for this. In the left column of the table, the training topics are written, and in the right column, the evaluation criteria are written, including content, level of preparation, trainer's skills, practical relevance, etc.

To sum up, the organization of trainings is considered one of the modern forms of improving the qualifications of the leading personnel, improving the skills of the trainees, such as creativity,

Actual problems in higher education in the era of globalization

problem-solving and independent solving, creating an opportunity for the exchange of experience between the trainees, and making it possible to popularize the best practices on the national scale.

Reference

1. Mukhtorov. A. Ozbekistonda talim rivozhi va halkaro tazhribalar. Iqtisodyot va innovative technology. 2012. –B. 1.

2. Oleinikova O.N., Muravyova A.A. System of qualifications in the countries of the European Union.

3. Savina A.K. Education in the European Union // Problems of modern education. 2014. No. 2.

4. Vasiltsova, L.I. Economics of personnel management / L. I. Vasiltsova, N. A. Alexandrova, S. V. Radionova, E. A. Skvortsov. – Ekaterinburg, 2018. – P. 165.

5. Vinichenko M.V., Strokova S.A. Some approaches to assessing personnel selection sources // Materials of the Afanasyev Readings. 2020. No. 2 (15). pp. 90-93.

6. Volkova M.V., Ladygina E.S. Recruitment and selection of employees in an organization: features of the work of the personnel department // Society: politics, economics, law. 2019. No. 3. pp. 73-75

7. Gamaonov V.G., Olisaev E.G. Formalization of the task of personnel selection using a systematic approach // Bulletin of the Bryansk State Technical University. 2018. No. 3 (64). pp. 101-106.