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PRINCIPLES AND PRINCIPLES OF PEDAGOGICAL SUPPORT FOR DEVELOPMENT OF MANAGEMENT CULTURE OF LEADERS

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ABSTRACT

The article explores the principles of pedagogical support for the process of developing the management culture of executive employees. Also analyzed are forms of Management, important principles that form its basis.

KEYWORDS

Management employee, principles, forms of management, business, management in general education, pedagogical support.

INTRODUCTION

Many executives have learning disabilities. In most cases, this is due to reluctance to change and psychological reasons: concern about his reputation, fear of appearing incompetent in the eyes of others, incompatibility of the image of a "tough man" with the traditionally understood role, etc. Today, the complexity of executive education is aggravated by the fact that all of them have experienced the influence of the old pedagogical paradigm and all its inherent shortcomings, namely: the dogmatic type of teaching, the lecture style of conducting classes, the separation of learning from life, superiority of technocratic

education, orientation to the acquisition of ready-made knowledge and individual forms of work.

It is important for leaders to identify the specifics of business education, to understand how it differs from traditional training. Experts described a number of fundamental differences.

1. Learning as opposed to reading. The traditional education system is aimed at transferring a set of knowledge to the student, and business education is aimed at opening up additional practical opportunities

for the student as a result of mastering new skills and competencies.

2. Analyzing a general body of knowledge, as opposed to studying the specifics of specific situations and tasks. The traditional teaching system gives the student the tools to organize existing facts and master previously created methods. Business education is aimed at solving actual practical problems, achieving concrete results, mastering new methods, that is, mainly the future.

3. The dominant role of the teaching content ("what to teach?") is different from the leading role of the educational process ("how to teach?"). In traditional education, the main role is played by the lecture form of presenting material in which the student passively receives information, and active teaching methods are used in business education, a person participates in acquiring new knowledge, forming new skills and competencies.

4. Finding the right answer as opposed to finding an acceptable result. In real life, there is no "answers" section like in a school problem book, and the "correct" answer is often the answer that solves the problem. If "true-false" is characteristic of the traditional educational system, here another one appears: "reliable-unreliable", which allows you to find more options for solving the problem and accept it. allows you to check the decision made. It is not unusual for a decision that was made in practice to be completely wrong.

5. Different roles of teachers: "expert" as opposed to "facilitator, facilitator and consultant". In the framework of traditional education, the teacher works as a carrier of knowledge, whose task is to convey to

the student the wisdom accumulated by mankind. In business education, the teacher is more of an assistant, and his task is to organize the learning process so that students become not only partners, but also co-authors of their learning process.

6. Control as opposed to self-control. In traditional classes, the "supervisor" functions are performed by the teacher, and in business education, the student controls the level of achievement of the set goals.

Based on the problems of executive education, David A. The cyclical four-stage empirical model (experimental learning model) of the process of learning and assimilation of new information by an individual, proposed by Kolb and his colleagues at Case Western Reserve University, has become particularly popular.

Researchers have found that people learn in one of four ways:

- 1) through experience;
- 2) through observation and reflection;
- 3) through abstract conceptualization;
- 4) through active experience - giving preference to one of them over others.

According to the ideas of the authors, teaching consists of repeated stages of "performance" and "thinking". This means that it is not possible to learn something effectively just by reading, studying theory or listening to lectures on the subject. However, training cannot be effective, during which new actions are performed without thinking, without analysis and conclusion.

After summarizing new information and adding it to the existing system of knowledge, a person comes to abstract ideas and concepts. These new knowledge are hypotheses that are tested during active experimentation in different situations - imagined, simulated and real. The learning process can start at any stage. It continues cyclically until the necessary skill is formed; as soon as one skill is mastered, the brain is ready to learn the next.

Many practitioners and theorists use this cycle as a basis for developing learning models. Based on our experience in conducting business trainings, we suggest using two cycle options, each consisting of five stages:

- personal experience - understanding of experience - theoretical concepts - practical application - reflexive analysis;
- practice - reflexive analysis - theoretical concepts - experience - understanding.

In D. Kolb's educational model, ideas about the connection between understanding experience, analyzing current problems, mastering theory and testing it in practice are widely used. It turns out that people have a clear preference for actions that correspond to any stage of the cycle: practical actions or theory (and this applies to both the trainees and the teachers or trainers themselves).

English psychologists P. Honey and A. Mumford described different learning styles and developed a test to determine the preferred learning style. As a general rule, in the general cycle of experiential learning, people begin to learn in their preferred style.

Based on the analysis of different approaches to the distribution of educational principles, we have formulated the principles of pedagogical support for the process of developing management culture of managers in general education.

First, the principle of relying on existing management experience should be observed, since additional information is usually obtained by specialists with work experience aimed at expanding and enriching it. The knowledge, skills and competences acquired during training in the field of management must be applied in practice as soon as possible (principle of updating educational results). The proposed tasks, situations, training exercises, tasks should be directly related to the practical activity of the leader.

The principle of choice in education includes giving leaders the opportunity to choose the place, time, forms, methods, tools, and technologies of additional education, which will undoubtedly increase its effectiveness.

It is also necessary to follow the principle of an individual approach, that is, it is necessary to take into account the needs, the level of the current formation of management culture, the personal and psychological characteristics of students, their educational opportunities, etc.

In the process of training managers, it is necessary to ensure the use of new training and development technologies (principle of innovative approach).

In the process of general education, it is mandatory to observe the principle of reflexivity when there is constant feedback of students, analysis of the progress and results of teaching, development and self-development.

Thus, the principles of pedagogical support for the process of developing management culture of managers in general education are as follows: the principle of relying on existing management experience, the principle of selection in training, the principle of individual approach, the principle of innovative approach, and the principle of reflexivity.

Many scientists consider leadership as the basis of management theory and consider it through the prism of the decision-making process. Indeed, decision-making is an important component of leadership and is necessary to transform the initial elements into results. This action is related to, but not exhaustive of, all control functions. This is only part of leadership. In addition to decision-making, management functions also include the influence of decision-makers on those who implement them.

In any case, management cannot be done without the use of scientific methods. They help to form and develop a cognitive base, play an important role in production management, effective in planning and control, and decision-making suitable for algorithmization.

Let's move on to the concept of "management". There is no general term "management" in English, and each field of activity uses its own terminology: control (direction) of the army, organization, production; country management - rule; work management - manage; machine control - operate, run; car management - drive; orchestra management - conduct; to lead - govern, etc. In contrast to management, which is concerned with the management of a firm, social management is generally concerned with the management of a social system, which is a complex organized orderly whole, including individuals, and a

social community united by various connections and relationships. understood as communities.

Management is the means of choosing the necessary conditions (technical, economic, personnel) for management activities and participation in their use, such a concept was defined by V.M. Posted by Shepel.

There are many other approaches to management that reflect the diversity of attitudes. For example, F. Taylor, the founder of the school of scientific management, defined management as "the art of knowing exactly what needs to be done and how to do it in the best and cheapest way."

According to P. Drucker, management is a special type of activity that transforms an unorganized crowd into an effective, purposeful and effective group. Management is understood as a special type of professional activity that is not limited to achieving the goals of the system, organization, but also a means of ensuring the integrity of any complex social system, its optimal functioning and development.

V.I. Kutsenko defines management as the process of understanding and organizing the solution of current problems. In his opinion, management functions should include discretion, awareness, understanding of the current problem, assessment of the existing problematic situation.

Summarizing the results of the above research in the context of subject-subject interaction, aspects of management relations such as the interaction of management with itself, with the team it manages, including with administration (manager - manager, manager - team, manager - administration) can be separated.

According to the definitions in almost all social sciences (philosophy, sociology, political science, etc.), "management is an element and function of organized systems of various natures (biological, social, technical) that determines their specific structure, activity ensures the regime, implementation of the program, the purpose of activity".

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