



## THE DEVELOPMENT OF MANAGERIAL COMPETENCIES OF FUTURE TEACHERS IN THE CREDIT MODULE SYSTEM AS A PEDAGOGICAL PROBLEM

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### ABSTRACT

*This article talks about the practical importance of forming management competencies in future teachers in the credit module system. The article emphasizes the role of the teacher in the educational process in the formation of education and the development of students, the need for effective communication skills to interact with management and parents, as well as to advance in professional activities. . An article written on theoretical and practical issues to solve the problems related to the management and development of the educational system in educational institutions, it provides more details about the necessary skills and knowledge for leaders and how this knowledge can improve the learning process and the goal is to help improve the quality of education in the educational institution.*

Credit. In the higher education sector, credit does not mean the concept of indebtedness or financial obligation that most people are familiar with through banking and finance. Therefore, in the field of higher education, the word credit is often used together with the word "academic". Academic credit is a symbolic unit of measurement regularly accumulated by a student in order to obtain this level of education at a certain stage of higher education. This unit means that the student has completed a certain amount of study load and has successfully mastered certain learning outcomes. In the module-ECTS system, the educational program consists of several modules. A student can earn credits only through modules. In the ECTS system, an academic module is a set of systematic, consistent reading and learning activities aimed at achieving specific learning outcomes and having its own evaluation criteria. It usually lasts a semester, but in some cases it can be several hours. In the ECTS system, each module represents a certain number of credits. So, each subject in the curriculum is a module. Because it is a set of consistent reading and learning activities that have integrity, are directed to achieve specific learning results, and have their own system and evaluation criteria.

Modules do not consist only of the subjects themselves. In the course of research, it was concluded that any systematic and consistent set of learning and training, which includes the



appropriate amount of credits, can be called a module. It is emphasized to include practical work, diploma work or dissertation work included in the curriculum.

One of the main tasks of higher education is to direct a specialist to self-development, to increase his knowledge independently, to form a creative personality with innovative activities, to acquire leadership competencies. The only thing lacking is the teacher's giving the student ready knowledge for the implementation of such a task. Such a way turns the student into a passive consumer of learning. However, today we need not a passive consumer of knowledge, but an active creator of it. The result should be such that the future specialist can express any theoretical and practical problem, find the most suitable and appropriate results, able to scientifically or methodically analyze the ways to solve it, and prove its correctness.

Changes in the education system are closely related to the content of education. Updates also require thinking about new forms and methods of organizing student studies. In this sense, the organization of the education of students for the acquisition of leadership competence is not only an important form, but also an important part that forms the basis of the educational process.

All this involves acquiring modern methods of teaching (receiving), developing students' creative abilities, taking into account the opportunities and potential of each student, moving from group studies to individual studies. It is necessary to organize this process in such a way that as a result of it, the student can acquire the leadership competence and the ability, skills and qualifications to apply this knowledge to life are formed.

The credit-module system is provided with two main functions.

First, it promotes the mobility of students and teachers and simplifies the transition from one university to another.

The second is a clear definition of the volume of work carried out by the student, taking into account all types of educational and scientific activities.

Formation of the leadership competence of the future teacher has a special place among the complex problems in the training of pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more evident. It enriches future teachers with practical, psychological, methodical, research types, as well as with the formation of teacher's leadership competence. It is necessary to include the groups of diagnostic, communicative, management and projective studies in the essential characteristics of the professional formation of the diagnosis of leadership competence. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty, which implies observation, the ability to model the interlocutor's inner world. Modern higher education creates new and different challenges for future higher education teachers. They not only teach students, but also manage curricula, assess the quality of education, and develop higher education environments. All this requires them to have high communication and management skills. Development of communicative management competencies is an important element of professional training of higher education teachers. These skills help them to effectively manage



educational processes, contribute to quality education of students and overcome the challenges of modern higher education.

Why are communicative and management competencies important for future teachers?

**1. Effective classroom management.** Teachers encounter diverse groups of students, each with unique individual needs, learning styles, and behaviors. Teachers must be able to create an effective learning environment, maintain discipline and motivate students. Communication skills help teachers better understand the needs of their students and interact with them in a way that promotes learning.

**2. Mutual cooperation with the administration and parents.** Teachers of higher education interact with students' administration and parents. Being able to communicate effectively with the board helps teachers participate in improving the curriculum and learning environment.

Communication management skills also come in handy for establishing constructive interactions with parents, which contribute to a successful educational process. How can higher education develop these competencies in future teachers?

**1. Integration into educational programs.** Higher education can integrate training in communication and management skills into the curriculum for future teachers. This may include courses in effective communication, classroom management, conflict resolution, and professional ethics.

**2. Practical experiences.** In addition to theoretical training, students should be given the opportunity to gain practical experience by working with real students or participating in practical management tasks. This allows them to apply their knowledge in practice and develop practical skills.

The mechanisms of development of leadership competence of future teachers required the development of methodological support for the organization of professional-pedagogical activities through a practical approach. It is desirable to build the training session in three blocks: informational, self-awareness and practical. Such an understanding of the uniqueness of higher pedagogic education, the requirement of continuous demonstration of leadership competence from the people of the culture and education system, from the teacher, can be a source of search for the essence of the traditional education system.

It helps to develop the management competence of the leaders of the educational institution, to better manage the educational process and students, to further develop the educational institution and to provide the best educational experience to the students.

For the leaders of the educational institution, it is necessary to have sufficient knowledge, competent practice and experience in the management competence, development of the learning environment, mastering of students and ensuring the quality of education at a high level. Management competence includes the ability to facilitate the self-directed, logical, emotional, and spiritual development of students, and the effective organization of the educational process. The following important points provide information on management competence for educational institution leaders:

Management competence has a significant impact on the development of the educational institution and the development of students. Leaders develop these competencies and influence



students' learning and legal and fair development in a social and spiritual environment. The following important factors should be taken into account in the development of management competence for the heads of educational institutions:

**Pedagogical knowledge and methodology:** Leaders should know how to effectively teach students in the educational process, understand the individual characteristics of students, conduct lessons using new educational technologies. Paying attention to pedagogical knowledge and familiarization with new educational technologies is very important in this development.

**Leadership and management skills:** As the governing bodies of educational institutions, leaders should have leadership and management skills. They should be able to understand the needs of students, their physical and spiritual development, and help the community develop and master their initial knowledge.

**Relationships with students:** Leaders must be able to work effectively, openly and collaboratively with students. It is necessary to understand students, support their self-expression, provide them with moral and cultural support based on the problem, teach them to think and discuss independently.

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**Event and Project Management:** Leaders must have the skills to effectively manage events and projects in their organization. It is related to effective use of resources, clear definition and execution of goals.

In conclusion, the development of management competencies of future pedagogues in the credit module system will be important in guiding the future. These actions primarily help to develop the managerial competence of the heads of the educational institution and play an important role in the preparation of highly qualified students.

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