



INNOVATIVE APPROACHES TO IMPROVING THE METHODOLOGY OF DEVELOPING MANAGEMENT COMPETENCES IN FUTURE EDUCATORS IN THE CREDIT MODULE SYSTEM

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<https://doi.org/10.5281/zenodo.10947264>

ARTICLE INFO

Received: 03rd April 2024

Accepted: 08th April 2024

Online: 09th April 2024

KEYWORDS

Pedagogues, competence, methodology, innovative approach, development, communication, cooperation projects, technology tools.

ABSTRACT

In this article, there are thoughts and opinions about innovative approaches to improving the methodology of developing management competencies in future pedagogues in the credit module system. In the dynamic landscape of education, the role of teachers has evolved significantly. Today, teachers not only impart knowledge, but also serve as coaches, facilitators, and managers in and out of the classroom. As demands on teachers increase, it is critical to equip them with the necessary management competencies to navigate effectively in a complex educational environment. Management competencies for teachers include a wide range of skills including leadership, communication, problem solving, decision making and organizational skills.

INTRODUCTION

Traditional methods of developing management competencies among teachers often rely on theoretical coursework and limited practical applications. While theoretical knowledge provides a foundation, it may not adequately prepare teachers for the complexities they face in real-world educational settings. Additionally, the rigid structure of traditional programs may not allow for personalized learning experiences tailored to individual needs and interests.

The introduction of simulations and role-playing exercises can provide future teachers with hands-on experience in managing a variety of classroom scenarios. These simulations can replicate real problems such as student conflicts, classroom disruptions, or curriculum changes. By actively participating in these scenarios, teachers can develop problem-solving skills, decision-making skills, and effective communication strategies in a non-threatening environment.

Working with experienced teachers on collaborative projects can provide invaluable insights and mentoring opportunities for future teachers. These projects may involve co-designing lesson plans, implementing teaching strategies, or solving specific problems in educational institutions. By working closely with practicing experts, aspiring teachers can



gain practical knowledge, connect with industry experts, and improve management skills through real-world experiences.

The use of technology tools and platforms can increase the efficiency and effectiveness of management competency development programs. Virtual classrooms, learning management systems, and educational software allow future teachers to explore innovative teaching methods, assess student progress, and collaborate remotely with peers. In addition, incorporating gamification elements into learning modules can make the learning process more interesting and interactive.

METHODS

Encouraging reflective practice and establishing feedback mechanisms are integral to developing effective competence. Prospective teachers can use regular self-assessment exercises, journal activities, and peer evaluations to reflect on their teaching practices and identify areas for improvement. Additionally, incorporating feedback from mentors, peers, and students can offer valuable perspectives and contribute to ongoing professional growth.

Adopting an interdisciplinary approach to curriculum design can broaden future teachers' horizons and equip them with versatile management competencies. Incorporating elements of psychology, sociology, leadership studies, and educational technology into the curriculum exposes educators to a variety of perspectives and methodologies. This interdisciplinary framework encourages creativity, critical thinking, and flexibility—essential qualities for effective learning management.

Involvement of future teachers in applied research projects gives them the opportunity to solve real problems in educational settings. These projects involve identifying areas for improvement, implementing interventions, collecting data, and analyzing results to make evidence-based decisions. By actively participating in the research process, teachers develop analytical skills, data literacy, and a deeper understanding of educational dynamics.

Recognizing the different needs and preferences of learners and offering flexible and tailored learning pathways are essential to developing effective competence. Adopting a modular approach allows future teachers to tailor their learning experiences based on their interests, goals, and prior knowledge. Additionally, providing opportunities for self-paced learning, micro-learning, and competency-based assessments allows individuals to grow at their own pace and focus on areas relevant to their professional development.

Establishing formal mentoring programs connects future teachers with experienced professionals who serve as guides, mentors, and role models throughout their developmental journey. Mentors provide personal support, share their experiences, offer constructive feedback, and help aspiring teachers tackle the challenges of the teaching profession. Mentoring relationships foster a sense of belonging, promote continuous learning, and contribute to teacher retention and satisfaction in the field.

Incorporating community engagement and service-learning initiatives into leadership development programs exposes future teachers to the broader social, cultural, and economic contexts of education. By partnering with community organizations, nonprofit agencies, and local schools, aspiring teachers can address real-world issues, advocate for social justice, and apply leadership skills in a variety of settings. Community engagement experiences build



empathy, cultural competence, and civic responsibility among teachers, preparing them to be agents of positive change in their communities.

RESULTS

Recognizing the increasing diversity in educational settings, training in intercultural competence is essential for future teachers to effectively manage diverse classrooms and promote inclusive learning environments. Intercultural competence training emphasizes awareness, understanding, and respect for cultural differences, linguistic diversity, and socioeconomic differences among students and families. Through interactive workshops, case studies, and experiential activities, future teachers develop culturally responsive, conflict resolution, and equitable practice skills that support the academic success and well-being of all students.

DISCUSSION

Establishing professional learning communities brings teachers, administrators, and other stakeholders together to collaborate, share experiences, and engage in ongoing professional development. PLCs provide a platform for future teachers to exchange ideas, learn best practices, and seek support from peers facing similar challenges. By participating in PLCs, aspiring teachers build professional networks, access resources, and engage in reflective dialogue that enhances their leadership competencies and fosters a culture of lifelong learning in educational institutions.

Innovative approaches to developing management competencies among prospective teachers in the credit module system offer promising ways to improve educational outcomes. By including experiential learning, collaborative projects, technology integration, reflective practice, interdisciplinary curriculum design, action research, and flexible learning pathways, educational institutions are designed to thrive in diverse learning environments. can train a new generation of teachers equipped with the necessary skills and understanding. As the educational landscape continues to evolve, there is a need to adapt methodologies to embrace innovation and meet the evolving needs of teachers and students.

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