

# Factors For Improving The Professional Competence Of Leaders Of Vocational Education Institutions

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## Abstract

This article analyzes the competencies and creative approaches of managers in the vocational education system, the role of leadership psychology in the coverage of this factor, the basics of personal management and leadership development on the basis of scientific data, and provides conclusions and recommendations.

**Keywords:** Educator, Professional Education, Education System, Strategy, Leadership, Management, Leadership Psychology, Competence, Innovation, Creativity, Method, Psyche.

## INTRODUCTION

Today's events show that the XXI century is predicted to be a century of high growth of high information technologies and intellectual potential. In the example of Uzbekistan, the formation of a layer of rulers who are not free from the influence of world civilization, universal values, without losing the unique aspects of our traditions, national values, mentality, justice, humanity through their activities and inculcating the foundations of democracy in the minds and consciousness of the people is the need of the hour. The transition to the development of society, professionalism, broad, state-level thinking (strong in the field of physical culture and sports) in the performance of complex tasks in public administration (including physical culture and sports), including leaders at all levels of government should be distinguished by the possession of aspiration.

Decree of the President of the Republic of Uzbekistan dated September 6, 2019 № PF-5812 "On additional measures to further improve the system of vocational education" it is noted that it prevents staff from taking a worthy place in the labor market. With this decree, a new system of primary, secondary and secondary special vocational education and a network of educational institutions with differentiated educational programs, harmonized with the levels of the international standard classification of education, was established in the country.

In his address to the Oliy Majlis, the President set specific tasks to develop a national qualification system in order to bring the qualifications of personnel in line with the requirements of the international labor market from the 2020/2021 academic year, to establish 340 vocational schools, 147 colleges and 143 technical schools and these plans are almost complete and new plans are being drawn up.

Therefore, the introduction of a national qualification system based on international standards today requires a radical reform of the content of vocational education programs, just like today's foreign educational standards.

In this regard, in order to improve professional education programs every academic year, in cooperation with leading specialists of the Republic and employees of employers, educational and regulatory documents are being improved, and the need for

industry leaders is growing [14].

Mid-level executives have always played a major role in the development of the state and society, building the capacity of manufacturing and services. In a sense, they are an important balance sheet in ensuring the “golden mean” of socio-economic processes. This is a fact of life that has been proven not only in history but also in today’s practice.

In fact, as President Mirziyoyev put it, “It’s one thing to be demanding, it’s quite another to touch people’s identities. People can be submissive to you in business, but never forget that they have the same rights as you in any other matter.... We all know that our people are aristocratic, honorable people. Our people can tolerate anything, but I repeat, they cannot tolerate injustice and injustice. A true leader is appointed as a leader not to test the endurance of real leaders, but to create the right conditions for them. Leaders at all levels, whether they be ministers or governors, heads of departments or organizations, should be role models for everyone with their ethics and culture” [15].

Among the practical work in this direction is the systematic selection of prospective management personnel on the basis of the Resolution of the President of the Republic of Uzbekistan dated May 30, 2018 № PP-3755 “On measures to create a modern system of selection of prospective management personnel” [16] in order to ensure the systematic selection of promising management staff, as well as to assist in the continuous improvement of their professional skills in the system of state and economic management, local executive authorities and other state bodies, organizations every 3 years to select promising management personnel. The republican contest “Taraqqiyot” will be held in Tashkent. In accordance with the resolution, the Cabinet of Ministers adopted Resolution № 1018 of December 14, 2018 [17] “On approval of the Regulation on the procedure for forming the reserve of management personnel from among the finalists of the Republican competition “Taraqqiyot” for the selection of promising management personnel”.

As a result of such reforms, the state policy in the field of vocational education has changed radically, and a system of vocational education in line with international standards has been introduced. The Decree of the President of the Republic of Uzbekistan dated September 6, 2019 “On additional measures to further improve the system of vocational education” [18] has become another cornerstone of these reforms. According to him, starting from the 2020/2021 academic year, Uzbekistan will have a new level of professional education, covering the levels of primary, secondary and secondary special education, combined with the levels of the International Standard Classification of Education. Educational institutions with a system of education and the introduction of differentiated educational programs were established, and the lists of educational institutions that train relevant personnel on the basis of these programs were approved.

The Decree of the President of the Republic of Uzbekistan dated November 6, 2020 “On measures to develop education and science in the new period of development of Uzbekistan” and additional measures to further improve the education system. Another important programmatic step in this direction is the “roadmaps” that define the points of development that will bring about revolutionary changes in the industry. In addition, many decrees and decisions in this area have been adopted in accordance with the law [6,2,3,4,5].

The implementation of these historic documents will serve to train personnel who fully meet the requirements of the times, to improve the quality of skills of officials and teachers in the field.

In parallel, a network of vocational education institutions has been created, consisting of vocational schools, colleges and technical schools, where the relevant educational programs have been introduced in the vocational education system.

According to it, in vocational schools:

- 2-year full-time education for 9th grade graduates, a monthly stipend equal to the basic amount from the state budget, and three meals a day;
  - In colleges:
- Education of persons with at least general secondary education in the form of full-time, part-time and part-time education for up to 2 years on the basis of state order and fee-for-service, depending on the complexity of professions and specialties;
  - In technical schools:
- For persons with general secondary education, depending on the complexity of professions and specialties, for a period of not less than 2 years in the form of full-time, part-time and part-time education on a state order and on a fee-for-service basis. Graduates will have the right to continue their studies in the 2nd year of higher education through individual interviews without entrance exams in the relevant bachelor’s degree programs in their field.

A similar approach can be seen in the priorities of the social sphere in the strategy of action. It is determined to further improve the system of continuing education, increase the capacity of quality educational services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market.

In particular, training courses are being organized for the management and pedagogical staff of the system according to new criteria. This is evidenced by the fact that this academic year introduced about twenty new modules of professional development, which are based on the principles of andragogy. In addition, a new database of more than 200 visualized and digitized e-learning resources has been created.

The institute is currently working on the innovative development of vocational education, as well as retraining and advanced training of leaders and teachers. It is no exaggeration to say that they have become a pillar of innovative development of the vocational education system.

At the same time, the best practices of developed countries and international organizations are being studied in order to develop the system in a short period of time and ensure its full compliance with world standards. More than 200 experts from Germany, Turkey, South Korea, Switzerland and China, UNESCO, the British Council, the German International Cooperation Agency, the Asian Development Bank, the Turkish International Cooperation Agency and the Chinese University Association were involved in the process. Necessary experience and conclusions have been obtained from them, and these conclusions are widely used in professional development courses in the process of raising the level of leadership.

Meanwhile, a memorandum of cooperation was signed with the Belarusian Republican Institute of Vocational Education (RIPO), which covers specific areas such as improving the quality of vocational education, introducing a national qualification system and training leaders in accordance with WorldSkills standards. Professional development and quality should go hand in hand.

It is known that the development of the professional education system directly depends on the quality of training of managers and teachers. Naturally, this requires new perspectives. Every step taken today should serve to gradually eliminate the existing problems and shortcomings, to achieve the desired goal in a short period of time.

Based on this, proposals were submitted to the government to radically improve the system of professional education management and retraining of teachers, their professional development.

In turn, an electronic portfolio (educational platform) system of recording the results of professional activity and methodological and psychological competence of managers and teachers has been launched. Based on the results of their professional activities and achievements, managers and educators will be involved in alternative, distance, in-service training institutions and in-service training.

The main purpose of organizing differentiated professional development courses is to stimulate the activities of managers and teachers, to strengthen their interest in work and self-research, and to keep track of activities.

At the same time, based on the scientific and pedagogical potential of management and pedagogical staff, there will be an opportunity to independently choose and master the forms of continuous professional development aimed at meeting their professional needs.

In addition, a laboratory for digitization of vocational education is being established on the basis of the Institute of Professional Development. At the same time, efforts are being made to create all kinds of normative and methodological products of the vocational education system, to widely discuss the developed materials on the educational platform and to put into practice the products prepared on the basis of final conclusions. - actions are being taken.

In particular, the system of appointment and election of leaders in the field is sometimes referred to as the center of wide discussion of the public education audience. Conducting the process of appointment to vacancies and leadership positions in accordance with the principles of openness and transparency will contribute to the proper polishing of the competence and personal scientific and educational image of future leaders.

The new version of the Law on Education emphasizes the role of practical work in the process of professional and higher education, retraining and training of managers and their skills.

In this process, it is planned to bring teachers starting their careers in a professional educational institution to the pedagogical team and help them to adapt to the work of the educational institution, equip them with modern, effective pedagogical technologies for organizing and conducting practical training.

The scale of the reforms is commendable, but the development of personal competencies, worldviews of the heads of institutions and the entire management structure in the entire system of education, from the highest levels of leadership in this area to the middle management. aspects such as expansion have not yet been fully resolved. We chose to focus on the main points:

- A system for diagnosing the mental state of a leader and an analysis of his general human qualities and moral norms.
- The worldview and adaptation of the person appointed or appointed to the leadership to the sphere of innovative development and technology, a measure of intellectual views.
- The pedagogical and psychological competence of the manager, especially the management staff of professional educational institutions, and the relationship with the staff, adherence to time and schedule, the ability to use every moment with maximum work potential.
- Time management and ability to work with electricity.
- Adapting to the reforms and changes taking place in the process of vocational education and applying these changes to their subordinates using the principles of localization and simplification.
- Ensuring that the psychology and competence of the leader ultimately embodies the productivity of the educational institution and the traditions of the teacher-student, in particular, as a personal example, a phenomenon.

Our main research object: given that the process of leadership of vocational education institutions is a process of activity, it is expedient to determine the level of competence that they should achieve in the course of their activities and to briefly and clearly describe the existing analytical problems in the field.

## PROBLEM DISCUSSION AND LEVEL OF STUDY

The scientific study of a person engaged in labor activity by experts began in the twentieth century. In the first half of the twentieth century, four distinctly different schools of management thinking flourished. In chronological order, they are listed as follows [19]:

1. Scientific management school.
2. Administrative school.
3. School of psychology and human relations.
4. School of management science (quantitative school in some sources) [21.30-31].

Awareness of certain theoretical and psychological sources of managerial competence allows you to look more clearly at the problem.

In modern science, in the analysis of the theory and practice of personnel management, a deep emphasis is placed on the concept of competence. Competence is the ability of an employee to demonstrate production behavior on a regular basis to the extent the company expects and within the specified content. In creating a system of competencies, the organization develops a set of important criteria related to the activities of employees in accordance with standard requirements. Competence also testifies to the equality of employees in the organization, both professionally and socially [27.437-44].

Recent scientific literature suggests that individual competence, according to the “theory of competence,” involves a four-step process, that is, the transition from unexplained incompetence to unexplained competence. If we explain this in more detail from a psychological point of view, we will see the following analysis:

Stage of unexplained incompetence: According to leading experts in the field (S. Torp, J. Clifford), in unexplained incompetence, a person knows nothing (or can do nothing). For example, a person is at the level of “I know nothing, I know nothing”. Maybe this person doesn’t feel the need for it in practice, or maybe he doesn’t need that knowledge and skills. Therefore, in such circumstances, he does not feel the need for personal competence. Here is another example: in early childhood, a child sees traveling in a car as a travel factor, but in this case he does not know that he cannot drive a car and thus does not understand his personal competence.

1) Perceived Incompetence Stage: In perceived incompetence, a person discovers the knowledge of “ignorance”. This process is usually caused by the desire or need to take action. This stage is called “I know what I don’t know”. For example, a teenager who does not know how to drive has to ask someone to take him somewhere, and in doing so, he feels “on his own” while thinking about his inability to drive a car.

2) Perceived Competence Stage: In order to understand competence, a person must be educated in any (formal or informal) study. At this stage, he mainly learns the teacher's behavior (if his memory allows it). A person understands what he is doing at any given moment or “knows what he knows”. For example, an 18-year-old man (driver) who has successfully completed a course and obtained a driver's license consolidates his knowledge of proper driving before setting off and whispers or imagines the following to himself: “Now I look in the side or rear-view mirrors, signal a live obstacle in front of me, turn left or right according to the location of the object I need to go, and so on”.

3) Unconscious Competence Stage: In Unconscious Competence, a person uses so much of his or her existing knowledge and skills that it becomes a habit. Now this person will take the next step without thinking during each action, or the action algorithm will be performed without understanding (or this action will be performed subconsciously).

In this study, the professional methodological activities of the head of the vocational education institution were analyzed, and the activities of the management staff of the vocational education institution were analyzed, using the scientific approaches of E.A. Varkina to identify the components of personal competence. Competent activity of the head of the professional educational institution consists of planning, execution, control and management of methodical and scientific practical-educational activity of the organization, ensuring scientific and spiritual stability, intellectual and methodical independence of the educational institution. Activities, such as expanding funding sources, planning and managing scientific and public resources, software calendar templates, and ensuring and monitoring resource execution. In doing so: the leader has personal and general competence and interactive activities and management; internal control in the structure of the organization should ensure a high level of attitude to work;

Also, O.A. In her research, Kozireva compared the levels of professionalism and the formation of professional competence. According to him, there are 3 levels of professionalism, each of which determines the level of professional competence in the system of “unexplained incompetence - perceived incompetence - perceived competence”. Accordingly, taking into account the

theoretical foundations of competence, the professional competence of the leader can be explained as follows:

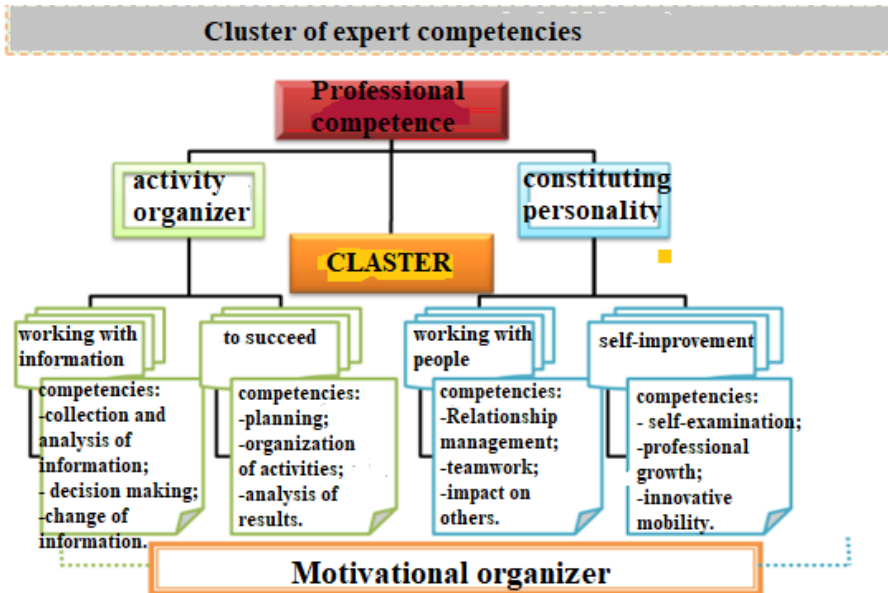


Figure 1: Leader Competence Cluster

For the last twenty years, the word “competencies” has been interpreted as a concept that encompasses all the terms related to management effectiveness. Eventually, such generalization led to a number of confusions and misunderstandings. The main reason for such misunderstandings may be the misuse of the term “competence”.

Of course, the competence of the heads of professional educational institutions is also a factor that directly affects the ability to manage on the basis of creativity and transparency. At the same time, this problem is not unique to a particular system of education, because in the whole system, first of all, the compatibility of leadership justice and management strategy with the psychological and pedagogical regime of team members is key [22].

As a result of the analysis, we can explain the process of conducting and determining the competency analysis as a result of certain views of scientists:

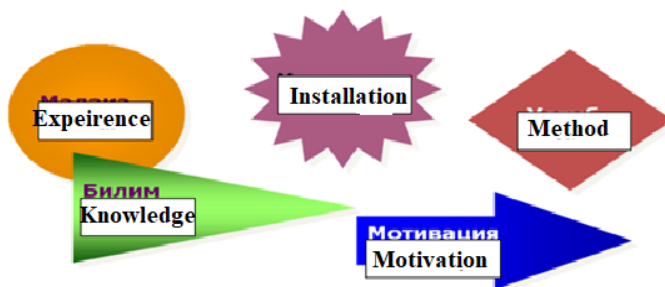


Figure 2: Methodological table of competency determination [23.57]

In the process of studying the sources that have a specific theoretical basis on the topic. Before discussing the problems of capacity building of management staff in educational institutions, it is advisable to analyze the views of scholars on primary management systems and management. Among the most popular theories on management problems, McGregor’s “X” and “Y” and Ouchi’s “Z” theories are particularly noteworthy [24.27].

“Theory X” refers to the administrative-command principles of the management approach, while Theory Y is fundamentally different [7.4-5].

Based on this, McGregor put forward the principles of the new “X” and “Y” theories.

- 1) Principles of the theory of “X”:
  - a) The need to manage the organization strictly and consistently;
  - b) Centralization of legal formal powers;
  - c) The expediency of minimizing staff involvement in the decision-making process.

- 2) Principles of “Y” theory:
  - a) Free management of the organization as a whole;
  - b) Division of official powers into departments;
  - c) Lack of coercion and control, transition to individual activism and self-control;
  - d) Democratic style of governance;
  - e) Involving everyone in the decision-making process [25.39-41].
- 3) Principles of “Z” theory:
  - a) To move the employee towards a defined goal;
  - b) Liberalization of the decision-making process;
  - c) Always support the employee’s initiative;
  - d) A high-level approach to activity in the selection of free movements;

Especially in a pandemic, the role and value of qualified professionals trained in professional education is obvious.

When it comes to the phenomenon of leadership, it is worthwhile to briefly dwell on his theories. To date, there are three main theories of leadership in management psychology [9.131]:

**The first** – is a theory of leadership qualities or a charismatic theory. Its essence is that not everyone can be a leader, some individuals are born with a set of such qualities, and this set of qualities allows him to be a leader in the group. In 1940, for example, the American K. Baird compiled a list of 79 qualities of leadership [26]. The list included such qualities as initiative, communication, sense of humor, self-confidence, ability to make quick and clear decisions, and organization. But the error of this theory was that, firstly, it could not explain how the above qualities manifested and how they were formed, and secondly, that no quality was mentioned many times during the interrogations.

At the end of the survey, only 5 percent of the qualities suggested at the beginning were noted in the response of the majority of respondents. This led to the conclusion that creating a leadership model was not easy.

**The second theorh [8]**– is a situational theory of leadership. The basic premise here is that leadership is a product of the situation. Everyone has leadership qualities, but some situations can be a good environment for individuals to express themselves and become leaders. The third theory that emerges from the critique of the above two theories is the synthetic theory of leadership. This theory assumes that the leader is a direct product of the group relationship and promotes the primary role of the group in its realization.

In recent years, many scholars, including Russian social psychologists, based on Leontyev’s concept of activity, believe that leadership can be determined by the product of activity, the group’s attitude to this activity and the norms adopted in the group and who best meets social expectations. In addition, the **theory of social expectations** is now accepted by many as one of the most acceptable approaches [25.35-37].

As mentioned above, public policy in the field of vocational education is aimed at achieving educational effectiveness. This means abandoning old approaches and accelerating the introduction of innovative educational technologies in the training process.

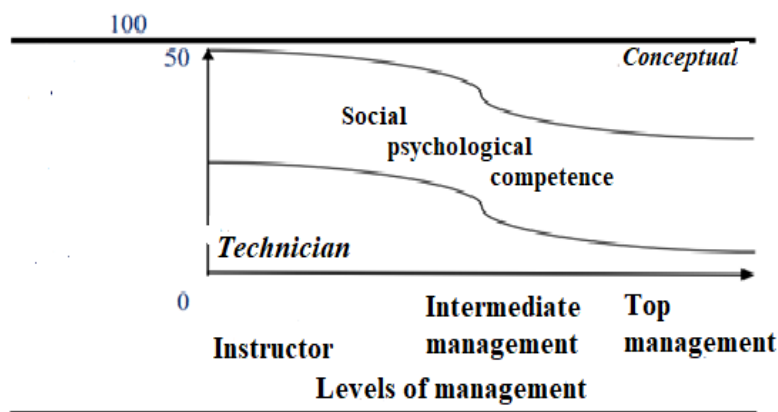


Figure 1: Professional competence specific to administrative levels

## RESULTS AND DISCUSSIONS

As a result of research and reflections, the following theoretical opinions can be expressed about the competence of leaders in the field of pedagogy, especially those working in professional education: They have to go through psychological stages in order to reach the top leadership phenomenon:

Phase I: through personal goals and skills, self-observation, motivation, imaginary exercises and cognitive analysis, to show that he is an independent person, a person, to set an example for others. He becomes aware of the existence of qualities and is able to overcome their shortcomings;

Phase II: The leader demonstrates to others the advantages of the above-mentioned qualities and convinces employees of the advantages of having such qualities;

Phase III: creates conditions for employees to show initiative and self-confidence, constantly encourages them to show initiative;

Phase IV: Encouraging employees with independent abilities to take only constructive reprimands when necessary;

Stage V: Convinces yourself of the benefits of organizing self-governing social activities and avoiding interference in work.

So, an important quality that underlies the idea of superleadership is to allow the leader to show initiative to others. There is a lot of information in the scientific literature about the ability to take the initiative and the opportunities created for it.

G. Mirolyubova in her textbook “Development of cultural competencies of managers” highlights a number of modern, scientifically based 59 views on the core competencies of the manager. Therefore, when it comes to the criteria for a candidate's suitability for the position, the experts are faced with the task of identifying or studying the following basic competencies specific to the manager's personality:

1. Professional competence is the acquisition of existing knowledge, knowledge and skills that help to define the mission of the organization in order to perfectly manage the activities of the industry under its management.
2. Methodological competence is the ability of a manager to communicate knowledge, personal skills and abilities, information about various projects and assignments to employees in a fast, accurate and understandable (operational) way.
3. Socio-psychological competence is a person's literacy in socio-psychological phenomena and laws of behavior, knowledge of others, correct perception, understanding of the heart and the organization of interaction on this basis. The authors of the book “Applied Social Psychology” highlight 3 main components of socio-psychological competence:
  - a) Communicative competence
  - b) Perceptual competence
  - c) Interactive competence

If we look closely at this system, we can see that it stems from G. Andreeva's theoretical views on the three systems of communication (communicative, perceptual and interactive). In any case, this approach is characterized by the fact that it covers the main areas of the popular multifaceted communication process in psychology.

## CONCLUSION

Taking into account the qualification requirements in the current vocational education programs, the mismatch of curricula and study programs and the positive results of vocational education programs tested in developed countries, the system of vocational education in Uzbekistan We propose to develop a source of factors of competence of leading executives in the form of a unified, integrated system document in a new form and methodically. Based on experience and conclusions, an attempt was made to develop a model for the formation of the competence of managers of professional educational institutions, modeled on the model of general competence of the leader:

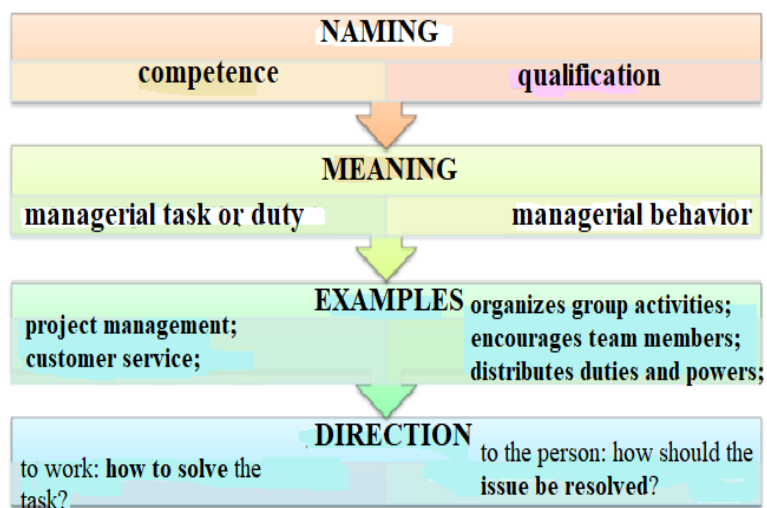


Figure 3: Leader Competence and Competencies Model

Such a new approach to the development of the personality of professional leaders and the development of the structure of educational programs with new requirements to them will be effective in managing the quality of education at the secondary level and improving the quality of education in vocational schools of the country.

Our expected results are that, first of all, the level of leadership and efficiency in the management of the entire system will lead to an increase in the activity of the remaining employees. On the basis of competence development, great progress can be achieved not only in the psychodynamic balance of the leader, but also in the mode of operation of the team structure [28. 6903–6906].

Second, this approach provides a unique outlook and transparent approach by the employer to the recruitment and recruitment process.

In addition, the process of developing and approving a new structure of the vocational education program will not take as long as before, as the ability of industry professionals and managers and staff to adapt to the demands of the innovation era will be well developed. Most importantly, the methodological balance of the educational process, while maintaining consistency and coherence between the qualification requirements, the curriculum and the curriculum, will also be under planned, effective and systematic management based on the competence of the leader. At the same time, the personal development of new vocational education leaders and the introduction of cooperation programs in line with competent foreign experience will expand the opportunities for future joint programs with foreign vocational education institutions. With this in mind, we propose to develop and implement new professional training programs based on best international practices (for example, the United States, Finland, Russia and Kazakhstan).

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