Design of Educational Modules in the Development of Economic Competency in Professional Development

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ABSTRACT

This article describes the experience of designing a professional education system based on the integration stages and the "Four Stages of Competence" stages of training modules that are similar in content to the development of the economic competence of managerial personnel during professional development.

Key words: professional education, training modules, economic competence

Introduction

The socio-economic development of society, technological changes, innovations and innovations in various fields are studied through the processes of professional development in a certain period of time-this ensures that the field is in harmony with the Times. According to the Law of the Republic of Uzbekistan "On Education" of September 23, 2020 No.637.: Staff training provides for the deepening and updating of professional knowledge, qualifications and skills, serves to improve the category, level, category and position of personnel. Regularly updating their professional skills, knowledge, skills, mastering modern trends in management, aimed at applying highly effective new information and communication and innovative technologies, scientific and technical achievements in practice, the process of professional development is also important for managerial personnel in various sectors of the economy. These processes, in turn, are the basis for studying the need for continuous professional development and the problem of professional development as a scientific direction. The issues of widespread introduction of independent and alternative forms of professional development into practice, active use of advanced pedagogical, information and communication and innovative technologies in the process of professional development, introduction of electronic resource systems such as "electronic portfolio", covering educational and methodological, research and creative materials aimed at evaluating the results of professional activity of managerial personnel, are becoming more and more relevant.

The reforms carried out in the field of professional education in the Republic, along with the new requirements for the competence of managerial personnel, increase the need for continuous development of their economic competence, determine the need for the application of innovative, interactive methods to the processes of professional development. Today, the activities of managerial personnel of vocational education institutions are inseparable from the economic context. Modern management personnel must not only know the basics of pedagogy, psychology, and administrative management, but also be able to organize the management of material, financial, and labor resources based on marketing analysis, make cost-effective decisions in various types of educational institution activities, such as consumer, custom, and entrepreneurial.
The successful implementation of the process of developing economic competence is closely related to the organization of joint activities of teachers and students based on the content of education. Of course, along with such factors as the teacher's pedagogical skills, theoretical and methodological training, attitude to their profession and science, the development of educational programs and methodological support based on state educational requirements are also important in the organization of the professional development process.

**Literature Review**

Like any educational system, it is characterized by openness, multi-stage, multi-level, multi-functional, continuity, inertia, and delayed results. We believe that an important feature of the professional development system is that it is an element (acting as a subsystem), on the one hand, of the system of continuing education, on the other - of the adult education system. In the conditions of market relations of professional educational services and the digital economy, it is also necessary to develop the economic competence of management personnel, taking into account the psychological and andragogical characteristics of the student's personality, changes in the content, methods, means, organizational forms and pedagogical conditions of the qualification environment.

Qualification courses require the organization of students mainly by specialists of the active age of professional activity, taking into account the system of qualifications based on andrological features. In his speech on "Education and Teacher Training", E.James put forward the idea that the essence of teacher training is not in primary higher education, but in continuous professional development throughout the entire teaching career. As A.K.Markova noted that an adult educated person knows himself as an independent self-governing person. Therefore, when organizing adult education, it is necessary to take into account their experience of activity (life, professional, educational activities). Professional development the content of the educational process in accordance with the needs and requirements will help the audience to have a broader understanding of the subject being studied and increase its relevance. It can also be used as a tool that allows students to draw independent conclusions from experiments in problematic situations. The experience of the audience plays an important role in the assimilation, perception, and understanding of economic knowledge. The use of interactive methods in adult education provides effective results in achieving the educational goal. The student in andragogical education is considered a leader, the task of the teacher is to determine their experience, systematize and promote the development of knowledge. According to M.T.Gromkova methods in adult education primarily focus on "joint activities".

The system of professional education dictates the development of economic competence of managerial personnel, the development of learning processes based on modern pedagogical technologies, in particular, the features of andragogical education, the design of modular learning processes. At the same time, it is important to integrate the content of training modules and to technologize the modular learning process using innovative interactive methods.

**Material And Method**

The successful implementation of the process of developing economic competence is closely related to the organization of joint activities of teachers and students based on the content of education. Of course, along with such factors as the teacher's pedagogical skills, theoretical and methodological training, attitude to their profession and science, the development of educational programs and methodological support based on state educational requirements are also important in the organization of the professional development process.

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related to the organization of joint activities of teachers and students based on the content of education. Of course, along with such factors as the teacher's pedagogical skills, theoretical and methodological training, attitude to their profession and science, the development of educational programs and methodological support based on state educational requirements is also important in the organization of the professional development process. In V.P.'s scientific views, the main emphasis was placed on the pre-design of the educational and pedagogical process and described pedagogical technology as "a project of a certain pedagogical system applied in practice." Interactive technologies are based on specially organized groups and group activities, and reverse reflexive communication. Interactive situations simulating professional situations were implemented through interaction in the process of organizing business and role-playing games, working in small groups, solving problems based on the activation of all components of economic competence. In our study, the design of the modular educational process as an important manifestation of pedagogical activity was carried out at the following stages: design, organization and ensuring the effectiveness of the pedagogical process, diagnostics. At the design stage, it was planned to organize theoretical and practical classes based on the “Four stages of competence” - conscious stages of competence. During the theoretical training, such methods as “Problem-based learning - PBL”, “Brainstorming”, "discussion" were chosen for the development of economic competence of management personnel. In practice, the interactive method "blitz, question and answer in the innovative environment of the Microsoft PowerPoint program" was introduced, integrated with such innovative methods as Case-study, Budding, Basket. Questions and tasks were compiled on the basis of the content of the sections "marketing-entrepreneurship", "economic-legal" and "information-analytical" special sections that make up the economic component. Based on the questions and tasks, a self-assessment questionnaire was compiled, taking into account the stages of the "Four Stages of Competence" - conscious competence. In the theoretical (lecture), practical, portable classes of the educational module, integrated innovative, interactive methods aimed at the development of economic competence were used. Students on independent training were given concepts in the design of the topics of reinforcement and final qualification work on the educational module.

In theoretical (lecture) classes, it was stipulated that the development of economic and legal competence is effective by revealing theoretical topics in a problem form based on the content of the economic activities of management personnel, work experience.

In the practical classes-based on the integration of Case-study, Basket, Budding techniques with the interactive method "blitz, question-answer in the innovative environment of the Microsoft PowerPoint program" - it was provided that the development of marketing and entrepreneurial competence of management personnel is effective.

It was assumed that the development of information and analytical competence would be effective in portable training-by training management personnel to observe, synthesize, analyze, make, share experiences, model and systematize.

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1-drawing. Design a modular training process for the development of economic competence of management personnel.

It was envisaged that self-training would effectively develop the information and analytical competence of management personnel based on the analysis of data and regulatory documents using information and communication technologies.

At the stage of organizing and ensuring the effectiveness of the pedagogical process, students...
were explained self-assessment in the framework of the” Four stages of competence " - conscious stages of competence and a questionnaire was conducted.

The beginning of the training module with the determination of the stage at which the economic knowledge and skills of the students are in terms of the stages of development of economic competence, led to positive results in achieving educational goals. In this questionnaire, questions on all the topics covered in the content of the module are covered in a problematic way and it is intended to ensure that the audience is included in the content of more economic activities. The organization of theoretical and practical training provided for the use of interactive techniques corresponding to each of the stages of” Four stages of competence " - conscious competence.

Depending on the development of the pedagogical process, it was planned to improve the content of the module "Economic competence and financial issues in the management of professional educational institutions". Also, the effectiveness of the pedagogical process was ensured by the creation of problem situations based on tasks, self-assessment questionnaire analysis on topical issues of economic activity of management personnel. At the diagnostic stage, a pedagogical process is provided, a self-assessment questionnaire at the end of the module, tests conducted within the module, the development of economic cognitive skills of the audience, correction at the design stage based on reflexivity.

Results And Discussions

It is known that when learning new knowledge and skills, different emotions are experienced at different stages of the learning process. At first, you may not understand how much time you need to read, study on a particular topic.

The first few steps of the process are easy, and after a while the training becomes a little more difficult. At some stages of learning new knowledge, a person may experience discomfort. This can even lead to a depressed mood or unwillingness to learn, realizing that they do not know something about the subject, have not learned. Because at this time, we realize that there are some things that are not visible until we start learning. In short, we are aware that we have something that we do not know.

In accordance with the proposed stages of economic competence development, listeners determined their economic knowledge and skills in the following four stages when developing a competence in a new field:

E1: Unconscious incompetence - I haven't heard of it I don't know;;
E2: Conscious incompetence - I've heard about it, but I can't do it, I can't understand it;
E3: Conscious competence - I've heard about it, I know, I can do it, I can explain;
E4: Unconscious competence - I can do it, I know, I can understand, I can put it into practice, and I can also teach others different economic situations, I can show them the way;

According to the results of the survey conducted at the beginning of the training module, the development of economic competence was 24% in stage B1, 29% in stage B2, 41% in stage B3 and 6% in stage B4. Listeners who consider themselves at the level of B1-th, formed the majority in some groups. In oral interview requests, the main reasons for this were the fact that they did not have much to do with the fact that they started working as a management officer, that they were recently appointed to this position. According to the questionnaires conducted at the end of the training module, B1 made up 2% of the stage, B2 made up 29% of the stage, B3 made up 41% of the stage and B4 made up 6% of the stage. At the end of the module, 34% of the listeners who considered themselves at the level of the B3 - stage, determined that they were at the level of the B3
- stage. Based on the results of the OB evaluation of the effectiveness of the design of the training module and the use of integrated interactive techniques, the no competence of the listeners, who at the end of the training module considered themselves as B1-stage, without being aware of the processes related to financial economic activity, decreased by 22%. Based on the results of the conducted questionnaires, it was used to evaluate the development of economic competence of the audience at high-developed, medium-base and low-inadequate levels.

Economic competency in turn, on the basis of mastering new economic knowledge, skills and advanced experience, serves to fully demonstrate the capabilities of the educational institution leader in simple and complex economic conditions and, as a result, to increase the efficiency of the use of financial resources of professional educational institutions.

**Conclusion**

In conclusion, the system aimed at ensuring the financial independence and development of economic efficiency of professional education system institutions in the process of qualification development is in the development of economic competence of management personnel:

- to adapt the content of training programs and related modules in the qualification courses to the educational needs and requirements arising as a result of the Real economic activities of the system management personnel.
- problematic, case study, andragogic containing elements of project methods, as well as extensive introduction of educational processes based on the results of scientific research;
- professional education system management personnel in various forms of professional development processes, the development of motivation for active acquisition of competences that make up the structure of economic competence;
- ensuring continuity of professional development on the basis of seminars-trainings, webinars, scientific conferences on economic problems of management;
- development and implementation of special training courses aimed at the development of economic competence of management staff of professional education system is considered important.

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