

Essence and Components of The Concept of Organizational and Management Skills of Master's Students

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Abstract

Organizational and managerial activity consists of a certain set of relatively constant tasks that require solutions in the face of change and uncertainty, that is, competencies are formed by the environment. This article reveals the concept of "organizational and managerial abilities" for undergraduates in socio-cultural activities, also analyzes the organizational and managerial skills that are part of professional competence.

Keywords: socio-cultural activities, organizational and managerial activities, competence, competency, professional competence, organizational and management skills.

Introduction

The needs of the development of a modern national society put forward the requirements for the training of highly qualified specialists who are proactive, enterprising, and ready for positive transformations of the natural and social environment, capable of managing at different levels and in different areas. Employees of social and cultural activities are actively involved in solving this problem. At the same time, it should be noted that the rise in socio-cultural activity on an innovative basis is possible only as a result of a combination of systemic transformations covering all spheres of society's life. The sphere of leisure opens up wide opportunities for initiative, independent, responsible social activities of undergraduates, aimed at solving important issues in the life of young people, developing their social activity, and supporting social initiatives. At the same time, the most important direction of pedagogical influence on young people is the formation of organizational and managerial skills and competencies.

Methodology

Each person has an individually unique combination of abilities that manifest themselves in the process of his activity. Abilities are individual personality traits that are subjective conditions for the successful implementation of a certain kind of activity. However, such a definition cannot be considered exhaustive, since abilities are not reduced to the knowledge, skills, and abilities that an individual has. Knowledge is the first stage in the formation of pedagogical skills, but is not always a means of active independent thinking and student activity. Skill is a complex pedagogical concept: it is the student's ability to creatively use his knowledge and skills in the process of various activities (practical and theoretical). Skill is always based on knowledge, proceeds from it. A skill, on the other hand, is an action, the components of which, as a result of the exercise, become automated. Between the components



of learning (knowledge, skills) the boundaries are mobile, such a mobile interaction allows students to be creative in the learning process. This is especially evident in independent creative work. Abilities are found in the speed, depth and strength of mastering the methods and techniques of some activity and are internal psychological regulators that determine the possibility of acquiring them.

Thus, abilities cannot be innate. This concept was developed by B.M.Teplov and believed that only inclinations can be congenital, i.e. some anatomical and physiological features. Abilities are formed in activity. Teplov wrote that "... the ability cannot arise outside the corresponding specific objective activity¹".

The ability cannot appear before the implementation of the activity corresponding to it has begun; abilities are created in it. That is why we believe that special attention should be paid to the formation of organizational and managerial abilities of undergraduates in socio-cultural activities.

Organizational and management activity, like any other managerial activity, consists of a certain set of relatively constant tasks that require solutions in the face of change and uncertainty, which means new competencies, that is, competencies are formed by the environment in which the education manager works. An analysis of the current state of the problem under study showed that a graduate of a master's program should be ready for the immediate implementation of organizational and managerial activities, and to be ready for any activity means to have the qualities necessary to perform the functions of a subject².

It should be noted that the specific requirements for the qualities of the subject, imposed by organizational and managerial activities, as a special type of activity, are the basis for the formation and development of organizational and managerial competence.

Increased attention to the formation of competencies and competence in recent decades is the result of increased requirements not only for knowledge and skills, but also for personal qualities, which highlights the competency-based approach as predominant as a concept and as a kind of systemic concept for describing a person's education³.

Self-improvement and personal development of a person is manifested in his ability to self-learn and self-develop, and to teach a person to manage their own knowledge, skills and abilities is one of the main tasks of the competency-based approach.

The analysis carried out, in relation to the research problems, allows us to draw the following conclusions: - competency is a basic property (quality) that forms a competent specialist, and competence is a characteristic of a specialist's preparedness for practical activities (N.L.Goncharova); - "competency" and "competence" "...are multicomponent, i.e. containing knowledge, personal and activity aspects..." (M.V. Smorodina)⁴.

¹ Теплов, Б.М. Избранные труды Текст. / Б.М. Теплов: В 2-х Т.Т-1 -М.: Педагогика, 1985. 328с.

² Березкина, Т.Е. Организационно-управленческая деятельность юриста: учебник и практикум для бакалавриата и магистратуры/ Т.Е. Березкина, А.А. Петров. – М.: Издательство Юрайт, 2014. – 392 с. - Серия: Бакалавр и магистр. Академический курс.

³ Смородинова, М.В. Формирование предметных компетенций учащихся основного общего образования. дис...канд. пед. наук 13.00.01/ Смородинова Мария Васильевна. – Москва, 2015. –193 с.

⁴ Гончарова, Н.Л. Категории «компетентность» и «компетенция» в современной образовательной парадигме / Н.Л. Гончарова// Сборник научных трудов Сев Кав ГУ. Серия «Гуманитарные науки». – 2007. – № 5. URL: <http://www.ncstu.ru> (дата обращения: 23.12.2016).



Acquaintance with the studies of foreign scientists, who also consider the problem of competence, allowed us to conclude that scientists consider labor activity from the standpoint of a competency-based approach. A lot of research is being carried out by scientists in the direction of determining the composition of the competencies of employees, in the use of competencies in the creation of professional standards. Thus, in the study by D.McClelland it is substantiated that competence, and not intelligence, is the basis of effective work⁵. J.Raven in his work "Competence in modern society" singled out 37 categories of competence⁶.

Since "... organizational and managerial competence is part of professional competence, manifests itself in production activities, the process of its formation and development occurs throughout the life of a manager and correlates with the overall goal of personality development ..."⁷, for our study it is necessary to clarify the concept of "professional competence".

In the structure of professional competence, many authors single out organizational and managerial competence. So A.A.Gorbachev, M.A.Manvelyan, V.V.Ivanov⁸ argue that organizational and managerial competence is found in professional activity and is formed throughout the life of a manager, and according to O.S. Krakovskaya and L.L.Nikitina⁹ is a set of knowledge, skills and abilities for the implementation of managerial functions.

The concept of "organizational and management skills" among undergraduates in socio-cultural activities is closely related to the concepts of "organizational management" and "socio-cultural activities". And if organizational management is understood as a set of decisions that determines which people, at what time and what technological processes are carried out in order to obtain some specific joint end result, then organizational and managerial abilities are abilities that include the whole range of abilities necessary for carrying out social and cultural activities. Under the socio-cultural activities of V.M. Chizhikov¹⁰ represents an interpersonal (interindividual) reality in which there is a network of connections, attachments, dependencies, exchanges, personal relationships. The well-established communication determines the potential success of interaction in this reality, and the ability to communicate is professionally one of the necessary abilities for undergraduates in social and managerial activity. In order to have a high level of understanding and understand the specifics of the socio-cultural sphere, a master student in socio-cultural activities must have analytical skills.

⁵ McClelland, D. C. A Guide to Job Competency Assessment / D. C. McClelland. – Boston :McBer, 1974. – 381 p.

⁶ Равен, Дж. Педагогическое тестирование: Проблемы, заблуждения, перспективы / Пер.с англ. Изд. 2-е, испр. - М.: Когито-Центр, 2001. – 142 с.

⁷ Горбачев, А.А., Манвелян М.А., Иванов В.В. Педагогические условия формирования организационно-управленческих компетенций у студентов вузе. /А.А. Горбачев, М.А. Мавелян, В.В. Иванов //Культурная жизнь Юга России, 2015. – №2 (57). – С.36-40. URL: <http://kjur.kguki.com/content/cms/files/33748.pdf> (дата обращения: 13.04.2016)

⁸ Никитина Л., Шагеева Ф., Иванов В. Технология формирования профессиональной компетентности // Высшее образование в России. 2006. – №9. URL: <https://cyberleninka.ru/article/n/tehnologiya-formirovaniyaprofessionalnoy-kompetentnosti> (дата обращения: 03.04.2016).

⁹ Краковская, О.С. Формирование организационно-управленческой компетенции бакалавров лингвистики. Автореф. канд. пед наук. 13.00.08./Краковская Ольга Сергеевна. – Калининград, 2015. – 27 с.

¹⁰ Чижилов, В.М. Введение в социокультурный менеджмент [Текст]: учеб. пособие / В.М. Чижилов, В.В. Чижилов. - М. : МГУКИ, 2003. - 384 с.



Today, the socio-cultural environment itself dictates what abilities undergraduates should have in socio-cultural activities. Abilities are determined by the functions that are necessary to build a set of managerial relations, as well as methods of managerial activity in the socio-cultural sphere. It must be remembered that the socio-cultural environment itself is a special sphere of society's life. In the sphere of socio-cultural activity, a variety of managerial abilities differing in their purpose is distinguished, the mastery of which is qualificationally necessary for masters of socio-cultural activity. The place of application of the organizational and managerial abilities of a student of social and cultural activities can be all kinds of areas of the art industry, which include exhibitions, forums, pop music, the media, sports and recreation business and tourism, restaurant and hotel business and many other industries that include to show business, the entire entertainment industry and so on.

Since the activity in the socio-cultural sphere refers to the socioeconomic, directly related to communication with people, one of the most important abilities for a master student of socio-cultural activity is the ability to communicate. The success of communications depends on socio-perceptual and operational-technical knowledge and skills that ensure the regulation and flow of the communication process. The ability of a person to communicate in the most general form is expressed in the ability to establish social contacts with other people. It is also the ability to enter into different roles, coming to an understanding in different conditions of interaction and at different levels of information exchange.

Results and Discussion

In the process of forming the organizational and managerial abilities of undergraduates at the university, the teacher bears a great responsibility. Since the personality of each student undergoes changes in the process of forming abilities, the teacher needs to monitor the process of the emergence of personality neoplasms in the course of the formation of organizational and managerial abilities. To date, higher educational institutions have accumulated a certain experience in preparing a master's student in socio-cultural activities, and such experience is worthy of generalization and use in work.

“Each of our abilities actually works in such a complex whole that, taken by itself, it does not give even an approximate idea of the real possibilities of its operation. A person with a weak memory, when we study in isolation, may seem to remember better than a person with a good memory, simply because memory never appears on its own, but always in close cooperation with attention, general attitude, thinking — and the combined effect of these various faculties may turn out to be quite independent of the absolute magnitude of each of the terms. Thus, individual abilities do not just coexist with each other. Each ability changes, acquires a qualitatively different character, depending on the presence and degree of development of other abilities. Therefore, it is important to determine the conditions in which abilities are studied and formed, as well as to take into account the innate properties of the psyche of undergraduates in socio-cultural activities.

Researchers believe that when forming organizational and managerial competence, it is necessary to take into account the fact that “... in order to correspond to this image, an employee needs to understand what characteristics of his activity (results, actions, efforts) are most



important. Moreover, taking into account this understanding, it is necessary to build activities in accordance with these requirements, so that they are given priority ...¹¹

As noted by V.A.Belikov, denoting the structure of organizational and managerial competencies formed by students, and the structure "...should be clear and logical so that the future specialist, receiving theoretical knowledge at a university, could be able to solve problems based on this knowledge..."¹²

B.I. Kanaev proposes to consider each competency from the standpoint of its elementary composition, characterizing the foundations of the content of any educational process: from the standpoint of knowledge acquired by society, from the standpoint of known methods of activity, from the standpoint of the possibilities of creativity within the framework of this competence, from the standpoint of the experience of relations with the world within the same limits. Fill each element of competence with signs of their quality. K.A.Bazhenova Yu.V.Krichevsky, L.V.Lvov and O.V.Perevozova A.I.Tayursky¹³ believe that organizational and managerial competence is formed by organizational and managerial competencies.

Conclusion

Thus, organizational and managerial skill is an integral personal characteristic that manifests itself during self-organization, reflecting the desire and ability to perform professional tasks in organizing and managing on the basis of acquired organizational, managerial knowledge and skills, and value orientations.

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¹¹ Spencer, L.M., Spencer, S.M. (1993). Competence at Work: Models for Superior Performance, John Wiley & Sons, Inc.

¹² Беликов, В.А. Философия образования личности: деятельностный аспект: монография/ В.А. Беликов. – М.: Владос, 2004. –357 с.

¹³ Кричевский, В.Ю. Управление – деятельность профессиональная. СПб., 2001.



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