

DEVELOPMENT OF PROFESSIONAL STANDARDS OF EXECUTIVE STAFFS OF EDUCATIONAL SYSTEM AND THEIR PROFESSIONAL COMPETENCE

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Abstract: *this article discusses issues related to the management of education in the Republic of Uzbekistan. Based on research and best practices of foreign countries in this area, the suggestions and recommendations were developed. Moreover, the article covers the governance of education sphere in Republic of Uzbekistan. Therefore, the article's importance is high and this sphere is considered as the main point of the development of strategy. Moreover, it provides recommendations and proposals on basis of research findings on management of educational institution leaders and best practices of developed countries.*

Keywords: *management, education management, modern leader, quality of teaching, modern education.*

РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ СТАНДАРТОВ ИСПОЛНИТЕЛЬНОГО СОСТАВА ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЫ И ИХ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ

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Аннотация: *в данной статье рассматриваются вопросы, связанные с управлением образованием в Республике Узбекистан. На основе исследований и лучших практик зарубежных стран в этой области были разработаны предложения и рекомендации. Кроме того, статья посвящена управлению образовательной сферой в Республике Узбекистан. Поэтому важность статьи высока, и эта сфера рассматривается как основной пункт разработки стратегии. Кроме того, он предоставляет рекомендации и предложения на основе результатов исследований по управлению руководителями учебных заведений и передовой практики развитых стран.*

Ключевые слова: *управление, управление образованием, современный лидер, качество преподавания, современное образование.*

Every state organizes a radical reform in the economy, democratic society and for humans' well-beings. Of course, the reforms of education system is rooted in the reforms. For example, the annual publishing report of United Nations "the human development index" (the potential human development index by 2013), which provides an integrated approach to measuring and evaluating changes in countries' development outcomes is cited to evaluate This index includes features such as lifestyle, literacy level, quality of education and longevity.

In our research framework, introduced professional standards for executive managers and staff in the education system of the countries studied, and these standards have become one of the most effective tools for evaluating their performance.

Today's educational requirements and targets require to develop the professional standards of the education system executives in implementing objectives.

This normative document requires implementation norms and requirements that set out in regulation education processes by all participants.

The international experience shows that the most effective way is to evaluate the professional standards of pedagogy and management staffs.

In this regard the United States, the West (England, Austria, France, Denmark) and Northern Europe (Finland, Sweden), South Korea, Japan, and the People's Republic of China have outstanding experiences.

In the United States, the education system is developed in collaboration state sectors (public councils, universities) and public sectors. In 2015 the "Professional Standards for Education Leaders" was adopted under collaboration the American Association of Colleges for Teacher Education[1], International Council of Professors of Educational Leadership[2], The School Superintendents Association, AASA[3], the Chief State School Officers of CCSSO[4], National Such as the Association of Elementary School Principals[5], the National Association of Secondary School Principals[6] and the University Council for Educational Administration[7]. It is important to note that in the United States governmental and non-governmental organizations, such as national associations, public councils and alliance of directors work to provide practical support and share their experiences in order to increase the professional skills of the education system.

Moreover, professional standards for the education system have also been developed for the EU Member States, which have a recommendatory meaning.

Examples for such standards are "Improving School Leadership" in Finland, "National Standards for School Leadership" in the UK and "Education Reform: The Case of School Leadership in Comparative Perspective" in France, "Qualitätsinitiative et Berufsbilden Schulbereich" in Austria, School Leadership Training in China, A Cultural Perspective; Culture and school leadership in China: Exploring school leaders' views of relationship- and rule-based governance, Accreditation of Educator Preparation (CAEP) standards" in China, "School Based Management Pharmacy" in Hong Kong, "Professional Standards for Education Leaders, 2015" in the US, "European Policy Network on School Leadership" in European Union members, these standards have been implemented and active.

The education system in our system has a unique experience. The standardization for primarily, secondary, vocational educations and higher education institutions are under framework of the "The State Educational Standards", while raising qualifications and re-training of pedagogical and managerial staff of public education institutions are under framework "The State Requirements". It is shown that professional standards for teachers and administrators have not been established. As mentioned above, for the certification of pedagogical and administrative staff, they will be assessed on the basis of "Qualification Requirements" for their professional skills and occupation.

Based on ongoing analysis and international experience, we present the main objectives of the guidelines for executive staff:

1. Determine purpose and quality of the activities of the managers in the field of management;
2. Determine the minimum level of knowledge, skills, qualifications, experience, abilities to fulfill the objectives of employment;
3. Selection, recruitment, development, control and evaluation of the executive staff;
4. Pay attention to the priorities of the executive staffs.

Based on the ongoing analysis and experience, we would like to propose some measures, as well as creating guidelines for managers in our country:

1. Establish "education management" in national higher education for bachelor and master degrees;
2. Accreditation of executive staffs;
3. Establish re-training courses for executive staffs;
4. Establish professional standards for executive staffs at all level of system;
5. Establish a short-term training courses for executive staffs based on the current condition.
6. Introduce the system of professional counseling and support for executive staffs who have passed any type of education and their self-sustained development.

The above-mentioned recommendations are based on the facts of analysis, shortcomings and foreign experiences. In particularly, in 2006-2008 the Organisation for Economic Co-operation and Development reveals results of survey of policies and practices around the world over school executives and it suggests that school executives in many countries are entrusted with excessive responsibilities and most of them are not well-qualified or trained or retired ages. Additionally, a few number of specialists are willing to be executives in schools[8].

Table 1. The strategic layers of improving executive staffs in the school [8]

Reelecting executives in schools	<ul style="list-style-type: none"> - Provision of high level of autonomy with appropriate support; - review of the responsibilities of the school principal: - support, promotion, assessment and development of the quality of teaching activities; - determination, assessment and accountability of the goals; - Strategic financial management and personnel management; - cooperation with related schools; - Development of guidance system for the school.
Dissemination executive skills with others	<ul style="list-style-type: none"> - Promote leadership dissemination with others; - Supporting the dissemination of leadership powers; - Support various community-based associations and biodiversity-organized schools to address their problems.
Development of effective leadership skills	<ul style="list-style-type: none"> - Looking at executive as a continuous process: - Encourage early education; - drawing up a plan of executive; - arranging the workforce to cover the needs and the current situation; - Ensure lessons are provided by different institutions; - Provision of different forms and content for effective reading.
Convert school guidance to attractive career choices	<ul style="list-style-type: none"> - recruitment; - Pay attention to the relatively high salaries of school directors; - Recognize the importance of professional leaders of school leaders; - Provision of professional development opportunities

To solve these problems, the OECD identifies the four strategic layers:

1. Reselect the school executive staff;

2. Promotion of school executives;
3. Develop requirements (standards) for executive staffs in schools;
4. Turn the executive staff job to fascinating profession.

For implementation each of these strategic layers, a few activities need to be conducted: the improvement of executive staff skills in schools require all-round strategic approach, taking into account all aspects of it. In order to be effective in school leaders, they should be able to rely on uninterrupted political support, including the opportunity to further improve their leadership skills.

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