

TECHNOLOGIES FOR DEVELOPING MANAGEMENT COMPETENCIES OF “SCHOOL ADVISORS” IN SECONDARY SCHOOLS OF UZBEKISTAN

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Abstract. This article analyzes the scientific and methodological foundations for developing the managerial competencies of school counselors working in general education schools. The school counselor institute performs complex tasks such as coordinating socio-pedagogical processes, supporting student initiatives, analyzing behavioral and socio-skills development based on indicator monitoring, and managing neighborhood-school-family cooperation. Therefore, its professional training should be organized based on the competency approach, andragogic principles, pedagogical leadership, and knowledge-based management concepts. The article proposes an integrated model of a school counselor that includes strategic, analytical, project, communicative, and leadership competencies. This model is enriched with mechanisms for implementing it in practice through modular training, mentoring and coaching, action research, 360° assessment, and digital monitoring platforms. The research results substantiate that the systematic and gradual development of management competencies serves to increase the efficiency of internal school management and strengthen the socio-initiative potential of students.

Keywords: school counselor, management competence, competency-based approach, pedagogical leadership, evidence-based management, indicator monitoring, project management, action research, 360° evaluation, professional development.

In the context of transforming the modern education system, the issue of improving management processes in general education schools has taken on strategic importance. Globally education quality only study programs or methodical updates with not, maybe school internal management efficiency It is also determined by. In particular, the students social activity, initiative and leadership skills develop systematic requires management. This perspective from the point of view, school advisor professional direction general education institution socio-pedagogical in development new management subject as manifestation is happening. School advisor of the position current to be education in the system students initiatives support, social and ecological projects coordination, neighborhood– school – family cooperation reinforcement and students behavior indicators based on systematic analysis to do such as many edged tasks own inside This is this position methodical assistant not, maybe management to the powers has institutional mechanism as to see requirement Such tasks within consultant not only pedagogical the process supports, but strategic

planning, resources coordination, monitoring and assessment processes organization in the process of active participation will reach.

Education under the management competence approach last ten in years priority methodological paradigm as Competence concept certain position within effective activity to conduct for necessary was knowledge, practical skill and personal of adjectives integration means. So, school advisor of activity success his/her management competencies level with directly It depends on the information. based decision acceptance to do, indicators working output, project management and collective cooperation on the road to put such as functions special requires preparation. Today on the day students with work The process requires an individual approach, their personal development needs to determine and targeted programs based on support in mind Behavior systematic monitoring, analysis to the results individual development according to plans working exit and socio-skills growth evaluation — these all management and analytical competencies requires harmony. Therefore school advisor activity scientific basically organization to improve his professional training systematic accordingly develop current direction as confession to grow possible.

Also, school neighborhood counselor, parents council, youth leaders and public organizations with integration provider coordinator also works as Social cooperation management, interested sides in the middle communication on the road to put and general mobilized towards a goal to do is leadership competence important components. Pedagogical leadership to the theory according to, education in the institution changes effective management collective participation and motivation to the mechanisms So, the consultant 's leadership potential of the school internal social to the environment directly impact shows. Other from the side, social and ecological projects organization to grow and the students circle and to initiatives attraction to do process project management requires methodology. Planning, indicator identification, monitoring, risks management and final the results evaluation — these all systematic approach based on done increase necessary. So that's it, school advisor management competencies develop not only pedagogical, maybe management science theoretical and practical to their achievements reliance necessary. In this strategic management, analytical monitoring, project management, communication cooperation and leadership competencies based on an integrated model formation mechanisms integration important importance profession to be able possible. This approach school internal management efficiency increase, students socio-skills development provide and education quality stable to improve service does.

School advisor management competencies develop issue one how many theoretical approaches intersected on point is formed. First of all, competence approach this of the research methodological basis organization Competence is the professional activity effective done increase for necessary was knowledge, skill and personal of

adjectives integrated system as interpretation [10]. This approach to the result directed management requirement will and activity efficiency measurement opportunity Secondly, andragogic approach adults education to oneself typical features in consideration takes. School advisors experienced educators that was because of them teaching process to the problem focused, practical to situations based and reflective analysis with enriched to be Thirdly, pedagogical leadership theory the school changes controllable social system as sees. This approach advisor the team mobilized cooperation on the road to put and initiatives in support role scientific justifies.

Also, for information based management concept indicators and monitoring results relied on without decision acceptance to do in mind This theoretical basics school advisor management competencies systematic and scientific basically develop for conceptual foundation task will do.

Management competence is targeted management activity effective done increase for necessary was knowledge, skill and relationship complex as [2] Andragogic approach education process practical experience and reflection on top of requires construction, that is because adults education principles consultants in preparation main is a guideline [3]. For information based management and indicators and through monitoring decision acceptance to do strengthens and advisor analytical competence to the center [5] School consultant's controllability skills in development this aspect integration today's period according to answer to give possible.

School advisor for management competencies clear classification and prioritization software affairs and trainings in design The starting point is. Applicable scientific literature and practical needs based on following main competencies separated:

1. Strategic management and in planning the system see, "Future" centers vertical system coordination, long term goals to mark;
2. Analytical and with indicator in monitoring behavior indicators working output, information assembly and analysis to do;
3. Project and program under the management social and ecological projects planning, monitoring, KPI setting;
4. Communication and participants community, parents, community at work organizations with cooperation organization to grow;
5. Leadership and of the students initiative in encouragement leadership skills develop and the team mobilized to do

Each competence for cognitive (knowledge), practical (skills) and personal (attitude) components is determined and modular program organization is done [2;4].

School advisor management competencies develop process systematic, step by step and to the result based on a guided model organization to be This is necessary. process theoretical preparation, practical training, real activity with integration and

reflective analysis stages cover takes. Scientific professional competence in literature formation efficiency education and real practice between integral dependency with is explained. Therefore develop technologies advisor daily management activity with directly integrated to be necessary.

School advisor management competencies in development following from approaches use opportunity there is.

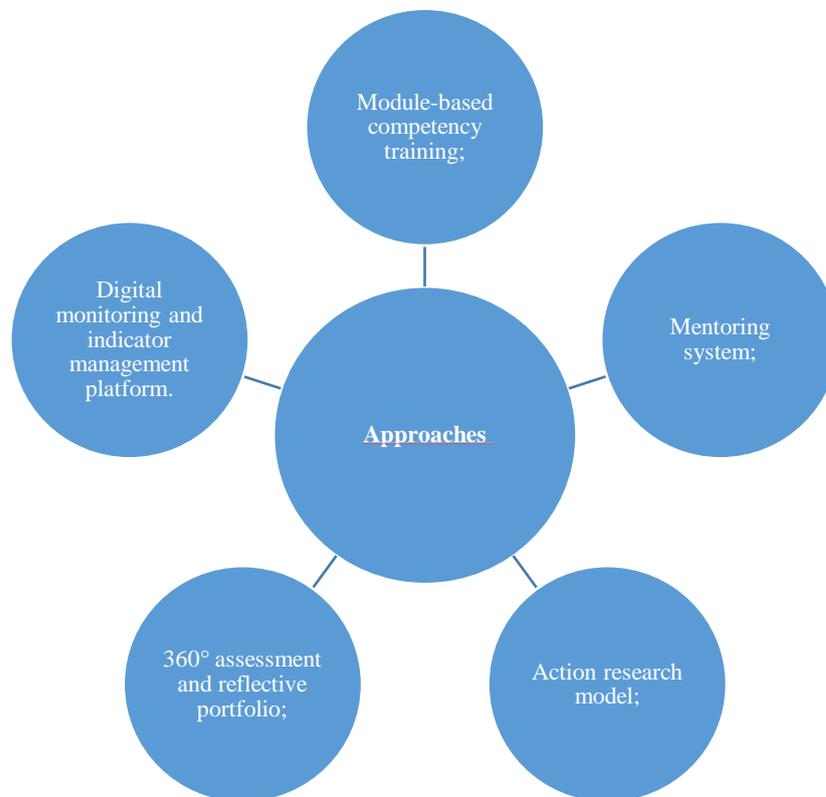


Figure 1. Technological approaches to developing school counselor management competencies

Approaches such as competency-based training, a mentoring system, an action research model, 360° assessment and reflective portfolio, digital monitoring, and an indicator-based management platform based on this module will help the school counselor be effective in managing key tasks.

The module-based competency-based training approach involves the formation of each management competency as a separate training module based on a competency model. Scientifically, this approach is based on constructivist and andragogic principles. In this case, knowledge is actively acquired, reinforced through practical situations, and deepened through reflection. Practical basis as every one modular real management situations, case studies, simulation and project tasks with is enriched. Consultant module during own school for strategic plan, indicator system or social project working comes out and him/her in practice from the test conducts.

Mentoring in the system professional individual support in development

mechanism as Scientific research this shows that reflective communication and experienced expert with regular idea Sharing professional growth accelerates [2]. Practical mentor advisor in terms of management decisions analysis does, recommendations gives and problematic situations together seeing Coaching is goal to set priorities designation and efficiency to increase focused individual development plan working exit in mind holds.

Action research research) model reflective practice to the theory is based on. Consultant own in the activity problem determines the reasons analysis does, small in size management experience current will and the results This process theory and practice integration opportunity gives. Practical basis as advisor, for example, students initiative increase according to project working comes out, indicators defines and monitors the results.

360° assessment and reflective portfolio many source assessment to the system based become then management of activity objective analysis provided. Director, teachers, parents and students thoughts integration through competence various aspects is determined. Scientific basically this approach social constructivism and formative assessment concepts relies on. Practical in terms of reflective briefcase advisor done increased projects, monitoring results and personal development records summarizes and development dynamics shows.

Digital monitoring and with indicator management platform for information based management to the concept relied on without, digital platform through of the students socio-skills development, projects participation and behavior indicators regular observed. Scientific in terms of this approach empirical to the evidence based decision acceptance to do provides. Module- trainings theoretical the basics provides, mentoring and educated skills in a real environment to strengthen service does, through action research and consultant own at school concrete changes done increasing the results analysis [6]. Practical in terms of and electronic indicators via dashboard dynamic analysis, report preparation and individual development plan to compose opportunity is created.

School advisor management competencies develop process efficiency determination systematic assessment requires mechanisms. Evaluation only final the result record to grow not, maybe development dynamics determination, strong and weak aspects analysis to do and next strategic decisions for empirical basis create tool as is considered. Therefore assessment process diagnostic, formative and summative in stages organization Diagnostic assessment initial competence level to determine service does and pre-test, self assessment questionnaires and interview through done Formative assessment module during regular observation, reflective records and mentor's opinion based on take progress and development trajectory determination opportunity gives. Summative assessment and post-test, project results and 360°

feedback indicators through final the result evaluates.

For information based decision acceptance to do to the indicator monitoring system relied on without done The students ' socio-skills development, initiative level and in projects participation indicators regular accordingly analysis is being collected. information statistic and substantive analysis methods through again development, individual development plans and management strategies is formed. Such approach decision acceptance to do subjective from the mind see to the evidence relied on to the system turns and school advisor management activity scientific basically improvement opportunity gives. Indicators working exit and monitoring system school advisor main is an instrument. Advanced foreign experience with suitable incoming indicators in a row the following introduction possible: students initiative level, social skills index, in projects participation percentage, behavior according to positive dynamics. Information assembly for electronic platform and mobile questionnaire solutions used; analysis results individual development based on plans working will be released and done [7]. For information based approach decision acceptance to do quality increases and resources targeted direction opportunity gives.

Previously held research and international practices this shows that integrated approach (modules + mentoring + action research + 360° assessment) to enhance the professional competence of participants noticeable at the level increases [2;6]. In the pilot phase expected dimensions: competence of points growth (pre/post), projects success (to achieve goals) achieve percent), and students social skills indicators improvement. During monitoring results based on module and assessment mechanism again seeing will be released. Development program current in the process of following restrictions available: mentor resources shortage, school level technological infrastructure differences, and students and parents' cooperation level differences. This risks reduce for central and territorial at the level mentors preparation, financial and technician help to provide, and local partners attraction to grow according to strategies working exit necessary.

Conclusion as in other words, school advisor institute general education in schools socio-pedagogical processes management new institutional model as is being formed. This of the position functional content strategic planning, indicator monitoring, project management, interested sides with cooperation and of the students socio-skills development coordination such as complex management tasks cover takes. Therefore school advisor management competencies develop process competency-based approach, andragogy, pedagogy leadership and for information based management concepts based on organization to be necessary.

Research results this shows that management competencies develop efficiency through an integrated model Module - based competency-based trainings theoretical knowledge and practical skills systematizes; mentoring and coaching mechanisms for

individual professional reflection deepens; action research model real school in the environment management innovations from the test transfer opportunity provides; 360° assessment and many source analysis through objective diagnostics Digital monitoring and with indicator management system and empirical to the information relied on without decision acceptance to do process institutional at the level strengthens.

So school advisor management competencies develop education in the institution internal management efficiency increase, social capital reinforcement and of the students initiative potential to come true of release important factor is considered. Scientific based and to the result directed develop technologies current to grow school management stability provide and education quality systematic accordingly to improve service does.

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