

Socio-Psychological Characteristics Of A Modern School Leader And A Program Of Continuous Professional Development

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Abstract – In today's rapidly changing and developing information and communication technologies, competition is intensifying, and the level of competence of leaders and professionals is becoming a key factor in science, technology and industry. In order to bring up a young generation with independent thinking, intellectual potential, deep knowledge and a modern outlook, able to take responsibility for the fate and future of the Motherland, it is necessary to professional development in the continuous professional development of the school leader is at the same time important and relevant.

Keywords – Modern Leader, Professional Development, Curriculum Plan.

I. INTRODUCTION

Undoubtedly, the activities of leaders play an important role in ensuring the socio-economic development of the country, training spiritually mature and competitive professionals. Especially in the system of general secondary education, the effective formation of management skills based on the improvement of effective technologies of professional development in the continuous professional development of the school leader is at the same time important and relevant.

A modern leader is required to be independent, to have a comprehensive outlook, deep thinking, intellectual potential, professional competence, antiseptic and reflexive ability, to be inquisitive, enterprising, entrepreneurial, organized, demanding and determined.

In the image of a modern leader and his portrait, a special place in the socio-psychological qualities of the leader, especially organizational skills:

- ❖ First of all, the ability to create a working atmosphere in the team, all
- ❖ dealing with workers;
- ❖ Second, the ability to perform their duties;
- ❖ Third, to treat everyone fairly, regardless of their position;
- ❖ Fourth, to be polite in dealing with colleagues and employees and to be able to effectively manage themselves;
- ❖ Fifth, to be able to adequately assess their own behavior and to be critical of themselves.

II. MATERIALS AND METHODS

The intellectual, ethical qualities of management activities on the one hand, and the orientation and will of the leader on the other hand ensure the effectiveness of management activities. Here are some simple ways to strengthen a leader's will:

- Stable transition to a new mode of operation.
- Focus on just one topic.
- Solve complex problems without escaping.
- Never give up and never give up until you have mastered a new way of working
- Not to miss the “next trip”.
- Take every opportunity to make a new decision.

To achieve work efficiency, the manager should plan his / her working time and pay attention to the following in order to use it effectively (time management):

- Analysis of the use of working time.
- The main issues necessary for the activities of the current period of the leader
- to feel that it is a duty.
- Develop an individual (personal) activity plan (monthly, quarterly and yearly).
- Monitor the implementation of the employee's own plan.

In order to organize the work of the leader on a scientific basis, he must follow the following basic principles:

- Ability to set goals.
- Be able to divide the work into parts.
- Eliminate things you don't need.
- Select the most appropriate methods for the activity.
- Learn the best ways to do the activity.
- Study of rational methods of work of employees.

One of the most important features of a leader is the introduction of innovations. To do this, the manager must inform all employees about this work, create conditions for them to master the novelty. To do this, pay attention to the following:

- Ability to involve staff in innovation planning;
- Be able to establish mutually beneficial relations with employees;
- Taking into account the habits and traditions of the team;
- Explain how useful the innovation will be for the organization and thereby prepare employees financially and psychologically to implement it.

Adherence to the above characteristics will increase the effectiveness of leadership activities.

In this regard, the effective formation of management skills based on the improvement of effective technologies for professional development in the continuous professional development of the leader, directly dependent on socio-psychological factors, effective in-service training technologies should be developed in this area. The urgency of ensuring effective management performance through the improvement of these mechanisms is characterized by the following factors, including:

- ❖ Rapid socio-economic development of the country;
- ❖ The dependence of the improvement of the quality and content of all types of education on the effective demonstration of management skills based on the improvement of effective training technologies in the continuous professional development of the leader based on direct and indirect implementation;
- that they are an important factor in the formation and training of competitive leaders;
- the need to take into account the specific ethno-territorial and ethnopsychological features of the socio-psychological image of the leader;
- The effectiveness of socio-economic spheres depends on the effectiveness of the school principal;

- The need to conduct special research on the problems of socio-psychological mechanisms and technologies for improving the effective technologies of professional development in continuous professional development.
- Clarification of individual-social-psychological barriers that negatively affect the formation of management skills, based on the improvement of effective technologies of professional development in the continuous professional development of the school leader,
- development of technologies and mechanisms of this activity and criteria for its evaluation,

III. RESULTS AND DISCUSSIONS

One of the most important socio-psychological scientific tasks today is the development of effective programs and technologies of personal development for the effective formation of management skills to ensure the achievement of the above.

Scholars have explored two aspects of leadership development:

- specific features that allow the leader to meet his material and spiritual needs and serve as a guide in his social and professional activities aimed at achieving socially significant humanitarian goals;
- The system of intellectual activity, which serves as a tool and a link between the norms governing pedagogical activity and the emerging social worldview in the field of education and pedagogical activity.

The individual-personal system of professional development of the leader includes:

- Values related to the individual's self-expression both in society and in the professional environment (the social significance of the leader's work, the prestige of the leader's activity, the recognition of the profession by those close to him);
- values that meet the needs of spiritual and enlightenment communication and expand its scope (communication with students, teachers, colleagues, officials, kindness and care for children, exchange of spiritual values, etc.); spiritual and enlightenment values aimed at the development of creative intellectual individuality of the individual (opportunities for the development of professional and creative abilities, awareness of world culture, hobbies, the pursuit of constant perfection, etc.);
- Values that allow to mobilize oneself for work (creative nature of the leader's work, emotional richness and interest of the leader's activity, ability to help those in need of social protection, etc.);
- Values that allow to satisfy pragmatic (practical) needs (work guaranteed by the state and society, wages, vacations, promotion, etc.).

In today's globalization system, it is important for the leader to work on himself and improve himself on the basis of effective programs of personal development in the process of modernization of the system of continuing education, raising leadership skills and competence, especially in the education system.

Self-development is the ability of an individual to independently organize practical actions on the basis of clear goals and well-thought-out tasks in order to improve professional experience, skills and abilities.

A number of studies have suggested that an "Individual Development Program" can be helpful in the self-development of a specialist, including a leader. Individual Development Program (IRD) is a program of individual-personal-practical nature, developed on the basis of the needs of each person or specialist (leader) in the formation and development of certain qualities, knowledge, skills, professional competencies, in which the formation of professional competence qualities and development periods are set.

As any specialist, the leader must be able to develop a "program of individual development" of a personal-practical nature, on the basis of which to effectively improve the management.

The "Personal Development Program" developed by the leader in the education system can consist of the following components:

- Pedagogical knowledge;
- Psychological knowledge;
- Specialty knowledge;
- Management knowledge;

- Didactic skills;
- Skills in organizing educational work;
- Professional qualities and personal qualities of the psyche;
- Goals of self-development;
- Assignments for self-development;
- Management skills.

IV. CONCLUSION

Self-development tasks are defined through self-analysis and self-assessment. In particular, self-study is as follows:

· Improving professional knowledge, skills and abilities;

- Critical and creative approach to activities;
- Achieving professional and creative cooperation;
- Development of business skills;
- Elimination of negative habits;
- Development of positive qualities;
- Mastering the qualities of effective management

It should be noted that the work of the leader on himself takes place in several stages. They are:

- ❖ Identify strengths and weaknesses based on research into their own performance.
- ❖ Enrichment of achievements and elimination of shortcomings.
- ❖ Look for ways to effectively organize practical action on this decision.
- ❖ Try not to repeat mistakes and shortcomings.
- ❖ Regular monitoring of the consistent implementation of the decision.

It is also important for a leader to be able to self-analyze in order to improve his or her leadership skills through consistent, effective work on himself or herself. Self-analysis is the study of the essence of one's own practical actions organized by the leader in the activity

Through self-analysis, the leader will be able to make an objective self-assessment. After all, it is also important for a leader to have the qualities of professional competence, as well as their self-assessment skills.

Self-assessment is a person's self-assessment through self-analysis, and self-assessment provides the subject with an account of his or her personal abilities, an objective self-assessment, and self-satisfaction.

Through self-assessment, a leader helps his or her own abilities to emerge on their own. Self-assessment is difficult, but it is possible to prepare a person directly for it. As with any professional, a number of factors affect a leader's ability to effectively self-assess.

Factors of effective self-assessment:

1. Self-understanding (having clear information about oneself).
2. Understanding one's self-worth as a person (gathering positive information about oneself).
3. Self-control (the conformity of a personal opinion about oneself to the value given to it by others).
4. Be able to analyze leadership activities and correct mistakes.

The level of self-esteem determines whether an individual is self-satisfied or not. At the same time, self-assessment indicators should be commensurate with the individual's capabilities. Self-increase or decrease leads to inaccurate self-assessment indicators. Adequate self-assessment is an important trait.

Thus, the need to withstand strong competition in the labor market in the context of market relations requires and motivates every leader to improve their professional competence, skills and moral qualities on the basis of an individual development program.

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