

The Effectiveness Of The Use Of Professional Competence And The Use Of Targeted Video Materials In The Training Of Management Personnel

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Abstract – The article describes the rules and results of the use of video materials for specific purposes aimed at improving the skills of management, in particular, the development of management skills. That is why it is very important to use video materials with clear goals in improving the skills of management staff, the development of management skills, and through this we can achieve clear positive results. For this research, assignments were given to 2 groups of 40 students of the Samarkand regional branch of the Academy of Public Administration under the President of the Republic of Uzbekistan, each with 20 participants, and after the training tests were conducted. According to the results of the training, which was organized with general information, without taking into account the specifics of the group, the indicator of mastering the topic of group 1 was 12 points. According to the results of the training, which was organized by selecting video materials on the topic, taking into account the area of activity of the group members, the field, and other factors, the mastery of the topic in group 2 was 18 points.

The article reveals the importance of competent teachers in the in-service training system. Because if the teacher has professional competencies, the training will be effective if the lessons are organized in a way that is as understandable to the listener as possible using interactive methods.

Keywords – Interactive Methods, Leadership Development, Competencies, Interactive Lessons, Videos On The Topic, Training.

I. INTRODUCTION

Decree of the President of the Republic of Uzbekistan No. PF-5139 of August 8, 2017 "On measures to further develop the system of training, retraining and advanced training of management staff in the Academy of Public Administration under the President of the Republic of Uzbekistan" [1], August 6, 2018 Resolution No. PP-3901 "On the establishment of regional branches of the Academy of Public Administration under the President of the Republic of Uzbekistan" [2] laid the foundation for a new stage in the training of managerial personnel.

Teachers have ample opportunities to introduce innovations in the development of leadership skills through the use of new pedagogical technologies.

During the large-scale reforms carried out in Uzbekistan in recent years, the urgency of improving the skills of management is growing in all regions and sectors. In a rapidly changing world, the need for balanced development of regions and industries requires a corresponding increase in the skills of management. Thus, the leaders in Uzbekistan understand the need to constantly

improve their skills and competencies, and teachers are trying to find simple, convenient and effective ways to conduct training courses. We know that there are different styles and forms of training system. At the same time, the management asked the staff “why?” and “how?” it is important to focus on knowing how to teach. Thus, in order to strengthen the mastery of the topics, we also need to pay attention to who we teach and what style we choose. We know that the use of relevant video materials in training sessions for leaders is one of the most important issues, among other interactive methods. Therefore, it is very important to ensure that the selection of video materials on the topic in the training sessions is also relevant to the field of the audience.

II. LITERATURE REVIEW

In order to radically improve the quality of education, first of all, it is necessary to adapt curricula, methodological manuals for teachers and educators to advanced international standards [3].

Didactic audio and video teaching materials, video lectures are one of the most useful tools in distance learning courses. These are good tools to convey the content of each topic to the learners and to achieve the set didactic goal.

Video lectures and other audio and video materials can be viewed and heard anywhere and at any time. This allows many learners to listen to and see lectures from the industry’s best, experienced tutors and experts. In this case, the video material has to bear a large didactic burden, because it is traditional. situations that are difficult to convey in the audience have to be conveyed through videos in a visual, animated, figurative way. Because of these capabilities of video materials, other tutorials may outperform books. Therefore, the effective use of modern technologies is of particular importance for the quality processing of the information to be explained in video materials [4].

"Teaching on the basis of multimedia-video programs" - a method of teaching a particular topic with the help of programming, audio, visual television, video equipment [5].

Before conveying new information in the classroom, the teacher identifies and systematizes their initial knowledge, imagination, and it is useful if the acquired knowledge is reinforced with various visual aids, slides, multimedia, handouts, additional literature [6].

In education, cases are often used in two ways. The first is called the traditional Harvard style, while the second is open debate. Situational training in the Harvard style is an intensive training of listeners organized using video materials, computers and software [7].

So what do movies give listeners:

- The listener enjoys the film screening.
- The film captures the listener’s attention. Even the most impatient lazy listeners will start to look at the lesson with interest.
- The film consists of visual elements that make it easier for the listener to understand the dialogues.
- The student develops the ability to see, hear and understand.
- The learner realizes that he or she has mispronounced certain words and phrases prior to the screening of the film, his or her speech develops.
- In addition to language learning, the learner will have a more accurate knowledge of the people of a foreign country, its history, culture, customs and traditions, because language is inextricably linked with culture, history, customs.
- The student learns to think freely because of the film discussion.
- Subtitled films develop the student's ability to read in a foreign language [8].

The pedagogical principle of visualization of education requires constant improvement of textbooks, the use of video materials that correspond to the modern level of development of science and technology. Improving the quality of teaching is closely linked to the radical improvement of its methodology, which in turn depends on the teacher's use of a wide range of visual aids [9].

Following the presentation of the video material, the issues raised will be widely discussed, which will require them to argue their point of view, put forward conflicting arguments, support the discussion, and reach a compromise. All of these skills reflect the specific characteristics of communicative competencies [10].

Unlike passive teaching methods, active teaching methods help learners to learn about the world independently in the classroom and during after-school activities, as well as to develop the following important qualities for a manager: independent decision-making and responsibility, in a rapidly changing environment to move, to be close to reality, and so on. Thus, by working with a number of problem situations and specific ways to solve them using active learning methods, future professionals will learn to take a creative approach to defined tasks and independently search for non-standard solutions that are most effective in each specific case [11].

Watch and discuss educational videos. Educational and scientific-educational videos with appropriate content can be used not only as additional materials, but also at any stage of training and exercises in accordance with their theme, goals and objectives. Before showing the film, the teacher should ask the audience a few basic questions. This will be the basis for further discussions. You can pause the film in pre-selected frames (moments) and have a discussion. At the end of the lesson, it is necessary to summarize and announce the conclusions together with the audience [12].

A short video can often give the listener more information than a textbook or a conversation with a teacher. But, unfortunately, many teachers are limited to watching movies in the audience, not preparing the audience to understand the video material and not thinking about how to direct the watched video. They forget that attention must be paid to the purposefulness of any demonstration [13].

III. METHODOLOGY

For this study, two groups of 40 students from the Samarkand branch of the Academy of Public Administration of the Republic of Uzbekistan, ie 20 students each, were given assignments and tests. They were all randomly selected, and they were all middle-aged leading cadres between the ages of 25 and 42. During the training, a group was selected to understand the effectiveness of the use of videos reflecting the realities of the topic, to organize the training more clearly and interestingly, and the selected topic for the experiment was presented to the audience using realities. Another teacher organized the second group without paying attention to any video materials in teaching the topic.

The theme of the Samarkand regional branch of the Academy of Public Administration under the President of the Republic of Uzbekistan was "Development of management skills." First of all, we focused on the topic and tried to organize the session based on the specific goals of the topic. Given that the audience will work in leadership positions in various fields in Bukhara and Navoi regions, we tried to use video material that meets the objectives of the topic to achieve good results. A clip from the cartoon about bees was chosen to provide information about management skills, as in this clip we can see that the leader bees used all the functions of management in managing their staff. That is, this video is a clear expression of the functions of planning, organizing, controlling, motivating, from goal setting in management. The audience watched the video with interest and gained both theoretical and practical knowledge about the management functions and its subtleties. In addition, during the discussion of the video, the audience shared their conclusions for themselves. They talked about the situations they encounter in the management process in their activities. This created an opportunity for mutual experience and exchange of views.

First, an initial test was taken from all listeners. Twenty of the listeners then conducted a session with a teacher who used their professional competencies throughout the experiment, using unique, purposeful realistic videos. The second teacher, on the other hand, experimented in teaching the subject purposefully without the use of video and any professional knowledge in accordance with his specific purpose. Subsequently, a follow-up test consisting of the same questions as the previous test questions was taken from all listeners. Assignments and tests were completed in an exam held after each topic. The post-test was applied immediately after the listeners completed the assignments. This, of course, increases the reliability of the test results, as it was performed when the results of the tasks were still fresh.

IV. RESULTS

To compare the results, both groups were given the same test: we tested them with exactly the same tests. But the results of the two groups were different. The group trained by the teacher did not pay attention to any sheet or even any additional materials in

teaching the subject, only considering that they are the leading cadres and scored only 12 points. In the other group we chose for the experiment, the teacher showed a targeted video that explained the topic to make the lesson understandable and interesting for the audience, organized a video material discussion, and the group scored 18 points.

In addition to mastering the topic better and understanding the topic in accordance with its specific objectives, the group listeners who organized the session with a professionally competent teacher were more active, friendly, calm, confident, enthusiastic, motivated and enterprising than the second group. In addition, in the next lesson, the experimental group listeners answered all of the teacher's questions using management skills terms and behaved more confidently during the conversation.

V. DISCUSSION

During the experiment, the group that used the teacher-specific video material while teaching the topic scored 18 points, and the teacher who used the video material and professional competencies did not use the video material and professional competencies, and scored 12 points. stands. Based on the test results of the two groups, which were targeted by teachers with different methods and different qualifications, we understand that the use of video materials on the topic using the teacher's professional competence is no less important than the availability of knowledge on the topic taught. Therefore, we find it more effective to focus on the use of video materials in the teaching of goal-oriented topics in accordance with the specific field and goals of the listener who is studying the topic with the professional qualifications of the teacher or instructors.

First, in-service training sessions for leaders will be more fun, organized, mutually experienced, mentoring, evaluated, motivated, and positive with a friendly environment. In this way, the listeners will also be motivated to continue their professional development and acquire new knowledge in accordance with their specific goals. The audience will be more organized, confident, open, active, creative and communicative.

Second, listeners will have a variety of opportunities to continuously develop their communication skills, their ability to learn management knowledge in accordance with their specific goals.

Third, it allows teachers to improve their teaching skills and make the lesson more effective than before, because the teaching method is more interesting for the audience because the target topic is chosen according to their specific goals (areas).

Fourth, it is more important than any other professional to use video materials to demonstrate real-life experiences that are relevant to the specific goals (areas) of the audience, using the professional skills of teachers in leadership training, because leadership training not only provides some opportunity to learn, but also in the future. on the basis of this knowledge acquired, opens up the possibility of achieving new positive results in practice.

In order to achieve the best results during our professional activities, it will be useful for the trainees to use clearly targeted events, show videos, as well as try to apply the skills in daily life, depending on their goals, and this is a modern requirement.

VI. CONCLUSION

It is well known that the importance of teacher literacy is no less than the specific goals set for the teaching process. It is also important to put into practice and use professional competencies such as the use of promising methods in the teaching process and to increase the activity and motivation of the audience. Since these competencies are related to life, the teacher should try to motivate the listeners using life materials. The results of this can be clearly seen. Experience has shown that a successful teacher can be effective if he or she strives to be promising and uses his or her professional skills to organize the sessions using videos in accordance with the audience's specific areas and goals. It is well known that the literacy of teachers is no less important than the teaching of a subject. This research shows that when teachers have professional competencies both in the classroom and in their professional lives, student achievement improves.

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