

PURPOSEFUL MANAGEMENT OF THE TEACHING STAFF OF SCHOOL: THEORY AND PRACTICE

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ABSTRACT

In the modern world, pedagogical activity acquires an active social status and purposefully implements the tasks of raising the educational level of leaders. The management process always takes place where the common activity of people is carried out to achieve certain results.

Keywords: educational management, pedagogical management, teaching staff, purposeful management

INTRODUCTION

The problem of managing the teaching staff in general education schools is connected primarily with increasing the effectiveness of educating the younger generation in our schools in the context of the transition to a market economy. The issue of education and training is characteristic of every era. Even today there is a high need for competitive labor resources for independent countries. It is possible to achieve the effectiveness of education and training only through the proper organization of the school management system. Since the school is a social organization and it is a system of joint activities of people (teachers, students, parents), it is advisable to talk about its management.

In independent countries that are going through an economic transition period, there is a need to modernize the education system, like all other fields. After all, it is impossible to supply professional personnel to new industrial sectors of the economy without modernization of education. Modernization of the education system begins with general secondary schools. It is impossible to change the educational environment in the school without reforming the school management system. Therefore, it is possible to create a modern school model by applying advanced foreign management models to the school management system based on national interests. The most important direction of modernization of the education system is to change the management model of the system. The immediate goal is to develop an optimal management model in which the powers and authorities, functions and obligations of all subjects of education policy are clearly distributed and coordinated. Taking into account the well-defined definition of the educational system as a social institution and a type of social system, it is appropriate to use general approaches of social management to solve the problems of their management. Within this concept, management is interpreted as the influence of the subject on the object of management and implies the optimization of processes during the purposeful transition of the educational system from one state to another. If a person does not develop, he begins to lose his existing skills. In the same way, in order to maintain and develop schools in the rapidly changing world, the head of the school and his pedagogical team should acquire modern competence. Creation of modern professional competences in the leader and pedagogical team, improvement of their continuous qualification is a necessary condition for the development of the school. The success of any organization depends on the competence of the team. There are two ways to build a strong team - hire more professional educators or develop existing educators to grow them gradually.

MATERIALS AND METHODS

Currently, the concept of management from the field of business is increasingly spreading to various areas of human activity, including education. However, the concept of management is narrower than the concept of management, since management mainly concerns various aspects of the leader's activities, while the concept of management covers the entire area of human relationships in systems "managers-executors". Thus, the theory of school management, in particular, the teaching staff, is significantly supplemented by the theory of intra-school management (Yu.A. Konarzhevsky, T.I. Shamova, etc.).

Pedagogical management as the science of managing educational systems and processes is a branch of pedagogy, the subject of which is the organization of management in the field of education and in educational institutions. The sources of management and management of educational systems are the modern achievements of management science, legislation, the practice of organizing school affairs, management experience in the field of education, historical heritage, etc. Being a branch of pedagogy and relying on its achievements, pedagogical management as a theory and practice is associated with a number of other sciences: general management theory, economics, social psychology, physiology, school hygiene, etc. The relevance of research in this area is confirmed by numerous publications on management in education by such leading experts as Y.A.Konarzhevsky, V.S.Lazarev, A.M.Moiseev, A.A.Orlov, M.M.Potashnik, P.V.Suntsov, V.A.Slastenin, P.I.Tretyakov, K.M.Ushakov, R.Kh.Shakurov, T.I.Shamova, E.A.Yamburg, and many others.

There are several functions of management of educational institutions. Lazarev V.S. distinguishes among them planning, organization, leadership and control. To these main functions Slastenin V.A. adds pedagogical analysis, goal-setting, regulation. Summarizing the views of these teachers, we will reveal the following functions of managing the teaching staff: analysis, goal setting and planning, organization, leadership, control and regulation.

Under the management system, we mean a set of coordinated, interconnected activities aimed at achieving a significant goal of the organization. These activities include management functions, the implementation of principles and the application of effective management methods.

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RESULTS AND DISCUSSION

The main management functions are "relatively separate areas of management activity". The function of pedagogical analysis in its modern sense was introduced and developed in the theory of intraschool management by Y.A.Konarzhevsky. Pedagogical analysis in the structure of the management cycle occupies a special place: it begins and ends with any management cycle, consisting of successively interconnected functions. The exclusion of pedagogical analysis from the general chain of managerial activity leads to its disintegration, when the functions of planning, organization, control, regulation do not receive rationale and completion in their development.

The effectiveness of managerial activity is largely determined by how school leaders master the methodology of pedagogical analysis, how deeply they can investigate the established facts, and identify the most characteristic dependencies. An untimely or unprofessional analysis in the activities

of a school principal leads, at the stage of developing a goal and forming tasks, to vagueness, vagueness, and sometimes to the groundlessness of the decisions made. Ignorance of the true state of affairs in a teaching or student team creates difficulties in establishing the correct system of relationships in the process of regulating and correcting the pedagogical process. The main purpose of pedagogical analysis as a management function, according to Y.A.Konarzhovsky, consists in studying the state and trends in the development of the pedagogical process, in an objective assessment of its results, followed by the development of recommendations on this basis for streamlining the controlled system. This function is one of the most time-consuming in the structure of the management cycle, since the analysis involves the allocation of parts in the object under study into a single whole, the establishment of links between system-forming factors. In the theory and practice of intraschool management, Y.A. Konarzhovsky and T.I.Shamova identified the main types of pedagogical analysis depending on its content: parametric, thematic, final.

The structure of pedagogical management includes the following levels: 1) management of the activities of the teaching staff; 2) management of the teacher's activities; 3) managing the student's activities. Pedagogical reality is a set of systems hierarchically linked vertically and horizontally (a system is a set of elements between which certain relationships appear). For example, the didactic system is a part of the general pedagogical system, which we isolate and consider as relatively independent in order to better understand the processes taking place in it. Management of pedagogical projects is allocated separately. Pedagogical projects are relatively separate areas (parts) of activities carried out with a specific purpose. For example, at the school or university level, there may be the following pedagogical projects: scientific research of teachers; scientific research of students; training sessions; various educational activities; publishing projects; construction projects; exchanges of students and teachers; examination sessions; holidays; recreational activities.

CONCLUSION

The problem of pedagogical personnel management in general education schools is primarily related to increasing the efficiency of education of the young generation in our schools in the conditions of the transition to the market economy. The issue of education and upbringing is characteristic of each era. Even today, the need for competitive labor resources for independent countries is high. The effectiveness of education and upbringing can be achieved only by establishing the school management system in the right way. Since the school is a social organization and a system of joint activity of people (teachers, students, parents), it is very important to conduct scientific research on its management.

In the first years after the independence of Uzbekistan, the issue of reforming the education system was one of the urgent issues, and by 1997, the Law "On Education" was adopted in the country. But even this law could not be the basis for a fundamental change of the existing school education of independent Uzbekistan. However, this is the first step to bring the country's education system to modern international levels. Starting from 2017, Uzbekistan adopted the new Law on Education in 2020, which is another important step in the education system. This law creates new opportunities for the modernization of education and the development of education. In the country, the educational system of the advanced developed countries of the world was studied, and the experiences that corresponded to the national interests began to be applied in the educational system. Therefore, the time has come to modernize school management in the development of school education in the current independent state, to replace the old professional competencies of school leaders with new

modern professional competencies. In this regard, Uzbekistan needs modern, free-thinking, creative and comprehensively developed managers.

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