



Improving School Management By Effectively Managing The Pedagogical Community

Muzaffar Ummatovich Kurbanov

Kokand State Pedagogical Institute
Senior teacher of the Department of school management
E-mail: economykspi@gmail.com, tel.: +998905502968

ABSTRACT

Education can never be separated from upbringing. In the process of education, the present and tomorrow of the country, nation and people are manifested. The role of the pedagogical team of each school of the country in solving important issues in the educational system is great. The reform of schools, the implementation of effective management is primarily associated with the reform of pedagogical communities, taking their students to a new level of Education. In this article, ensuring the country's competitiveness in a changing world is achieved by organizing effective management in a school that generates significant human capital. In the field of education, each school is a separate organism, it is distinguished from the others. The article analyzes the effective management of the school pedagogical team and its main features and the role of the head of the school in the effective organization of education and upbringing.

Keywords:

Leadership, school, pedagogical community, educational effectiveness, pedagogy, education, pedagogical activity, subject of management.

Introduction.

The development of the school depends primarily on the organization of effective school management. Nowadays, it is difficult to find mature administrators in every way to effectively manage the school. The head of the school is a person who can lead all his capabilities to the general goals of the school, uniting the pedagogical community under a single goal. The cultivation of such individuals remains one of the priorities of public policy in the field of Education. Democratic reforms carried out in today's Uzbekistan in order to radically improve the educational system, ensuring the implementation of presidential decrees and decisions aimed at changing the consciousness of our citizens, eliminating problems and shortcomings in the field of education, and most importantly, increasing the role and prestige of educators, engineers of the hearts of schoolchildren, in society, is an important task. In the educational system,

pedagogical studies such as the development of the skills of the team of educators to work with the team of students, the clarification of indicators that represent the pedagogical-psychological environment between them in improving the effectiveness of education and education for the team of students, the optimization of collective relations of the pedagogical team, the development of a scientific, cultural, educational. The importance of leadership and management provides basics for building and involving in education. After examining issues in teaching and research, future needs and directions of leadership and management for education are indicated in the article. A more systematic approach to developing the requisite skills for assuming leadership and management roles may be useful.

Literature Review: Many researchers discover the great potential of the professional and

pedagogical community to solve the problems of modern education (Z.S. Nogomerzayeva, A.M.Solomatin, V.N.Vvedensky, I.V.Vorontsova, A.V.Leontovich, R.A.Mukanova, A.Miller, K.Wangriken, I.Garzia, P.Jo-hannesson, A.L.Saglam, A.F.Akinemi, etc.). A professional community is understood as a group of people belonging to the same profession, whose main purpose of interaction is professional communication of colleagues and like-minded people, during which their personal and professional improvement is ensured through the constant exchange of knowledge¹. Modern ideas about the team of educators as a subject of management and self-development pedagogical scientists L.N.Tolstoy, K.D.Ushinsky, N.I.Pirogov and others were formed under the influence of educational and educational relations, the joint activities of teachers and students, and the ideas of educators about self-improvement. The development of the problem of educational and educational goals began in Zamiri in search of optimal models of self-development and movement of pedagogical communities. The unification of educational and educational activities of educators was one of the most important tasks of pedagogy and school in the 20-30 years of the XX century (N. K. Krupskaya; S. T. Shaskie; A. S. Makarenko et al.). "The team of educators-wrote A.S.Makarenko, - if the educators do not unite in the team and the team does not have a single Work Plan, a single activity, the only clear approach to the child, the educational process cannot be" [1, 179].

The issue of the relationship between the educator and the team of students in the development of education was discussed by the scientists of our republic.Aholidinov, G.Boymurodova, R.Djuraev, O.Jamoldinova, M.Quranov, B.It was embodied in the work of the khojaev. The issue of personality-oriented education between educators and the community of students is discussed by cis scientists L.Friedman, S.Rubinstein,

G.Ksenzova, V.Singurova, V.Serikov, I.It is covered in the scientific research work of the kolesnikovas. Issues of social development of the individual in the student community G.Wegner, Clemente Franco, H.Schmidt, R.Sears, H.It has been researched by educators, psychologists, philosophers, sociologists such as Widdel.

Research Methodology. The article used scientific resources on the topic, educational and regulatory documents, methods of study and analysis of educational and methodological literature, pedagogical observation, generalization, pedagogical experiment. The role and features of the pedagogical community in the educational process were discussed. The structure and composition of the pedagogical community were analyzed.

Analyzes And Results. Ideas for the development and unification of the pedagogical community V.A.He found a practical embodiment in sukhomlinsky's pedagogical system. V.A.The experience of Pavlish high school, described in a number of works by sukhomlinsky, confirmed the validity of the principles of collective organization of teacher activities developed by him. V.A.Sukhomlinsky noted that the pedagogical community of each individual school has its own characteristics [2, 127]. The exchange of experience should lead not to copying the work of a particular school, but to an assessment of the ideas and concepts of its activities.

The pedagogical community of teachers is at the same time part of the social community, which also includes the student community as an integral part. Following the characteristics of any team, the school pedagogical team also has its own characteristics at the same time.

The main distinguishing feature of the team of educators is the peculiarities of professional activity, that is, the training and upbringing of the younger generation. The effectiveness of the professional activity of the pedagogical community is determined by the level of pedagogical culture of its members, the nature of interpersonal relationships, the level

¹ Johannesson P. Development of professional learning communities through action research: understanding professional learning in practice. Educational Action Research. 2020.

of understanding, organization and mutual cooperation of collective and individual responsibility. The teams of educational institutions of a pedagogical, educational nature give students initial ideas about the adult community, the system of relations in it, joint activities. This state of affairs encourages the team of educators to self-organization, constant self-improvement. The pedagogical activity of the pedagogical team continues in close cooperation with the team of schoolchildren. The solution of pedagogical tasks depends on the extent and how the educational potential of the pedagogical community of students is used [3, 59].

In the categories of Management Science and systematic approach, the team of educators is also a management and management system, while the team of students is a managed system. In the context of the development of personality-oriented education as a subject of activity and communication, it is important to recognize that pedagogical and Student Communities Act as subjects of management and self-development. The pedagogical community, due to its enormous intellectual and educational potential, serves as a subject of education not only in relation to the children's community, but also to itself. The subject-subject relations that develop in the school community fully characterize the current state of the school as an educational system.

To reveal the main feature of the pedagogical community, it is worth noting the multifunctionality of the teaching profession. A modern teacher simultaneously performs the duties of a science teacher, class leader, circle Leader, public figure. The multifunctionality of the activities of individual teachers determines the multifunctionality of the activities of the entire pedagogical community. In solving their professional tasks, the pedagogical team also goes beyond school [4, 105]. Pedagogy of the surrounding social environment - the formation of the pedagogical culture of parents and society as a whole becomes an integral function of the pedagogical community. Some teachers are distinguished by the active implementation of the research function in pedagogical activity. A teacher-researcher

today is a teacher who can go beyond the limits of normative activities, subtly cover the advantages and disadvantages of pedagogical innovations, master, create and implement new values and technologies on his own.

Another feature of the pedagogical community is its high level of self-government. The main fundamental issues of the life and activities of the pedagogical community are the main topics discussed at various levels of management. This is evidenced by the activities of the school board, the pedagogical Council, methodological commissions and public organizations. Giving vertical authority to ordinary teachers creates the necessary conditions for the development of independence and initiative. As a rule, the functional responsibilities of the members of the pedagogical community, its leaders are clearly defined, job descriptions are mandatory, forms of control and self-government have been developed.

One of the features of pedagogical collective activity is the collective nature of work and collective responsibility for the results of pedagogical activity. Individual efforts of any individual teacher, especially secondary and higher education, if the activities of a professional teacher are not coordinated by the efforts of the pedagogical community of the school, high efficiency cannot be achieved in the effective organization of school activities, in the absence of unity, requirements of actions in assessing the quality of knowledge of students. Bringing together members of the pedagogical community, ensuring their development under common values, should be one of the main goals of management. The unity of teachers can be manifested in value orientations, views, beliefs, but this does not mean uniformity in the technology of pedagogical activity. Pedagogical values such as love for the child, the desire to teach him, respect for the individual, pedagogical creativity, optimism, general and professional culture form the basis of the unity of the actions of teachers.

Among the features of the activities of the pedagogical team, it is also necessary to include that it is not limited to a certain period

of time for the performance of certain types of pedagogical work. Due to the overload of work of educators, their professional growth leads to the lack of the necessary free time for their spiritual growth. Observations show that due to a number of material and time factors, their reading of literature and periodicals of various literary genres, the number of visits of teachers to cinemas, museums and exhibitions has sharply decreased.

Another distinctive feature of the pedagogical community is that it is composed mainly of a woman, and it is impossible not to affect the nature of the relationship that occurs in the team [6]. Communities, mostly made up of women, are characterized by being more emotional, prone to mood swings, conflicted, than training communities, which have more male representation. But it should be borne in mind that women, by their nature, are more prone to educational activities, more flexible in choosing methods and means of pedagogical influence.

Feminization of pedagogical communities is not a new problem. In recent years, the male part of pedagogical communities has become more acute due to a significant exodus to other areas of activity, mainly for material reasons. Meanwhile, V.A.Sukhomlinsky, A.Zakharenko, V.A.Karakovsky, V.S.Poderyagin, E.I.Petrenko, A.The study of the experience of the schools of Kirillova and others shows that the necessary ratio of both sexes in the pedagogical community ensures the harmony and integrity of the pedagogical process. This problem of school life has also become relevant in recent years due to a significant increase in the number of fatherless families [7]. It is very difficult to accurately answer the question of the optimal ratio of men and women in the pedagogical community. In any case, it is solved in its own way. But it is clear that the lack of male educators in the school should be compensated by involving the parents of the students, members of the production teams, in educational activities outside school hours.

Conclusions. In conclusion, it should be noted that the effective management of the

pedagogical community increases the effect of its interaction in the educational sphere on the student community. And when organizing the effective management of the pedagogical community, organizing its features without attention does not give the expected results. By researching the characteristics of the pedagogical team, the leader expands the range of influence of personnel on the team, which is a high level of effective organization of school work. The main fundamental issues of the life and activities of the pedagogical community are the main topics discussed at various levels of management. This is evidenced by the activities of the school board, the pedagogical Council, methodological commissions and public organizations. Giving vertical authority to ordinary teachers creates the necessary conditions for the development of independence and initiative. As a rule, the functional responsibilities of the members of the pedagogical community, its leaders are clearly defined, job descriptions are mandatory, forms of control and self-government have been developed.

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