RESEARCH ARTICLE

Features of Directors of General Secondary Schools That Affect the Development of The Social Environment in The Management Activities and Their Significance

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Abstract

This article provides information on the characteristics and their importance that influence the development of the social environment in the management activities of general secondary school principals, as well as the importance of the social environment in increasing the effectiveness of the management activities of school principals.

KEYWORDS

School principal, social environment, management, education, teacher, characteristics, quality of education.

INTRODUCTION

The development of the social environment in the management activities of general secondary school principals is a complex and multifaceted process, which is carried out through a system of a number of internal and external factors that are inextricably linked. The effectiveness of management activities in this process is directly related to the professional motivation of teaching staff, the academic results of students, their psychological state and social skills, the trust of parents in the activities of the school, and the system of relationships formed in the pedagogical team. Therefore, the development of the social environment in the management activities of the school principal is considered not only an organizational issue, but also a process of socio-pedagogical importance.

METHOD

The formation and development of the social environment in school occurs as a result of the interaction of external and internal factors. In the process of building a new Uzbekistan based on the principles of a "social state", the education sector is recognized as a priority area for the development of human capital. The concept of a social state involves creating equal opportunities for all, ensuring decent living conditions, and reducing social inequality in order to realize human potential. In this approach, the education sector, including secondary education institutions, is considered the main pillar of social development, further strengthening the need to create a healthy and stable social environment in schools.

The factors influencing the development of the social environment in the management activities of secondary education school principals are multifaceted, including socio-psychological, organizational, personal, motivational and innovative aspects. These factors are directly related to the professional skills of the leader, management style, relationships within the team, motivation system and the level of application of modern management technologies.

The stability of the social environment in the school largely depends on the proper organization of interpersonal relationships. The formation of small groups in the optimal composition, humanization of labor and expansion of the

creative approach strengthen the positive atmosphere within the team. The transition from the "boss-subordinate" model to "person-person" relationships in the management system develops sincerity, empathy and mutual understanding in the team. Properly organized interpersonal relationships prevent problems such as a misunderstanding of authority and stabilize the social environment. Regular diagnosis of the "student-student", "teacher-student", "teacher-class" and "leader-pedagogical team" relationships within the team allows the school principal to fully imagine the social environment in the institution. Such a diagnosis helps the leader to maintain neutrality in his conclusions and make management decisions on a scientific basis. At the same time, in the process of improving management, it is of particular importance to analyze the above "student-student", "teacher-student", "teacher-class" and "leader-pedagogical team" relationships, as well as organizational and pedagogical indicators, as well as socio-psychological indicators.

The personal qualities and professional competencies of the school principal are also of decisive importance in the development of the social environment. The effectiveness of the head of a modern educational institution depends on the formation of a complex of important qualities in the leader. In modern management, the transition from authoritarian styles to democratic and liberal styles forms an atmosphere of cooperation in the team. In such conditions, the innovative potential of the leader, that is, the ability to plan changes, support them and motivate employees, is embodied as an important factor in the development of the social environment. Also, the psychological literacy of the leader, the ability to apply an individual approach to each employee and knowledge of socio-psychological laws are the foundations of the formation of a healthy social environment.

One of the important factors influencing the social environment is conflict management and conflictological competence. By their nature, the pedagogical process and the school environment are processes with the possibility of conflict, and social and economic problems in it are manifested as external tension factors. Therefore, the administration is responsible for developing procedures for preventing and resolving organizational conflicts. The conflict competence of the leader plays an important role in reducing socio-psychological tension in the team.

The system of motivation and incentives is also of particular importance in the development of the social environment in the school. The creative attitude of employees to work largely depends on long-term motivational factors. The leader must take into account the needs of employees such as professional growth, recognition and the desire for social well-being. Non-material methods of encouragement, such as open praise, gratitude and awards, strengthen a positive social environment in the team.

Management dialogue and communications are also an important component of the social environment. Management dialogue regulates interaction through the exchange of knowledge, relationships and emotions. Modern school management requires a transition from monologic communication to dialogic, trust-based and cooperative communication. Also, effective feedback allows for timely correction of management decisions and determination of the state of the team.

Organizational culture and the image of the institution also directly affect the development of the social environment. Organizational culture consists of a system of common values and ideas that determine the behavior of employees. The transition to collective management, the formation of common values, and the involvement of employees in self-organization strengthen the social environment. At the same time, the positive formation of the school image increases its competitiveness.

The personal situation of the director is also taken into account as a factor influencing the social environment. A professional crisis limits the ability of the leader to achieve professional goals. In this case, psychological components of the leader, such as stress, anxiety, or aggression, can negatively affect the team environment. The availability of social support resources is an important tool for constructive crisis management.

The development of the social environment in modern educational institutions is also closely related to innovative and technological factors. An innovative environment serves the self-development of students and teachers. Digital technologies and communications have a significant impact on social relations and subjective well-being in the school. Mentoring technologies ensure the professional and social adaptation of employees.

Also, the principles of democratization and humanization expand the rights and freedoms of teachers and students, creating favorable conditions for cooperation. Socio-

psychological support is a systematic process aimed at studying and correcting the situation of all subjects in an educational institution.

It is advisable to divide the factors influencing the development of the social environment in the management activities of the school principal into the following groups based on a systematic approach:

firstly, external factors, namely state policy in the field of education, regulatory and legal acts, centralized or decentralized model of education management, social status of the teaching profession in society, attitude of parents and the public to school activities, and regional socio-economic conditions. These factors serve as an important background for the school principal in making management decisions and forming the social environment.

secondly, internal factors are associated with the relationships formed within the school community, which include the psychological climate of the pedagogical team, the level of trust between team members, cooperation and mutual assistance, conflict management mechanisms, a fair distribution and incentive system. The stability of the social environment depends on the balanced development of these internal factors.

Thirdly, management factors are manifested through the leadership style of the school principal, openness and transparency in the decision-making process, the level of delegation, communication culture, and mechanisms for motivating and supporting the team. While the dominance of an authoritarian management style can lead to an aggravation of the social environment, a democratic and collaborative management model serves to form a positive social environment. Fourthly, psychological and pedagogical factors are directly related to the professional motivation of teachers and leaders, their level of job satisfaction, emotional state, stress resistance, and professional cooling. When these factors are ignored, apathy, distrust, and a decrease in professional activity are observed in the team.

The system of factors mentioned above is reflected in certain indicators that allow assessing the state of the social environment in the school. These indicators are of great importance in determining the level of development of the social environment and improving management activities. In particular, the level of satisfaction of teachers with their work, the presence of stress in the team, the level of trust in the leader, the activity of team cooperation, professional motivation, the frequency of conflicts, and the desire of teachers to continue their professional activities are recognized as the main indicators.

Also, as indicators of the development of the social environment, the positive assessment of school leaders and teachers of their workplace, the degree to which the team is considered to have a "favorable social environment", the reduction of professional stress factors, and the increase in innovative and creative activity of teachers are of particular importance. The low level of these indicators indicates that the social environment in the school team is problematic.

The school principal is the main entity ensuring the quality of the educational process and the social environment. He manages and shapes the environment, taking into account the individual psychological characteristics of each participant.

Effective development of the social environment requires the integration of modern information and digital technologies along with socio-psychological approaches. The leader's ability to self-manage and constructively overcome crisis situations is an important condition for the harmony of relations within the team.

RESULTS AND DISCUSSIONS

Based on the theoretical considerations cited above, the factors influencing the development of the social environment in the management activities of the school principal can be listed in the following sequence:

personal qualities and professional competencies of the school principal;

stability of the social environment in the school and proper organization of interpersonal relationships;

psychological literacy of the leader, ability to apply an individual approach to each employee and knowledge of socio-psychological laws;

conflictological competence of the leader;

effective use of motivation and incentive methods in the development of the social environment;

proper conduct of dialogue and communication in management, effective feedback;

formation of organizational culture and image of the institution:Conclusion.

In general, the development of the social environment in the management activities of the school principal is a multifactorial, systematic and continuous process, which is determined by the professional competence of the leader, a humanistic management approach and activities aimed at forming a socio-psychological environment based on cooperation in the team. Therefore, the use of factors of social environment development and criteria for their assessment based on an integrated approach is an important condition for increasing the effectiveness of school management.

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