



DEPENDENCE OF PROFESSIONAL EDUCATION IN SCHOOLS

Feruz Q. Soliyeva

*Head Of The Preschool And School Education Department Of Jizzakh Region,
Uzbekistan*

ABOUT ARTICLE

Key words: Plan, organize, encourage, control, "influence, 'interaction", "cooperation", "reflexive management", Management.

Received:15.05.2023

Accepted:20.05.2023

Published:25.05.2023

Abstract: Pedagogical-psychological foundations of school management. Management is not a process unique to production. Perhaps it is very important that social spheres, as well as in the educational system, are properly organized. Currently, the movement of a scientific approach to the management of a single pedagogical process has increased. This is very important for the formation of intellectually high personnel.

INTRODUCTION

First of all, let's understand the social nature of management. Management means an organizational, planned, systematic influence on a certain object.

Management of the pedagogical activities of the educational institution is a management activity carried out in order to plan, organize, encourage, control and analyze the results of the pedagogical process according to the nature of the activity of the educational institution.

Today, new concepts of management of school educational institutions are entering the science of pedagogy their essence is even deeper than the previous ones. For example, instead of the concept of "influence", concepts such as 'interaction", "cooperation", "reflexive management" are being used. The theory of management of educational institutions was enriched with the theory of management of educational institutions. Management theory is characterized by trust in employees, creation of conditions for their productive work, and mutual respect. So what is the real essence of the terms management and manager?

The views of the pedagogue R. Akhliddinov, who conducted research in this direction, are especially noteworthy when we understand the essence of these concepts, the pedagogical and psychological foundations of state-community management in an educational institution.

THE MAIN FINDINGS AND RESULTS

The terms "management" and "manager" in the current interpretation appeared after the owners of enterprises and institutions realized that it is better to attract specialists who have received special training in the chosen field than to manage their property and employees themselves. Today, the manager is considered one of the most prestigious professions in developed democratic countries.

Management usually refers to the work of persons officially appointed to leadership positions. Coaching also applies to management. Management (or management) is the process of influencing and cooperating with a specific employee or group in order to achieve maximum results from the minimum available opportunities. When talking about the management of the educational institution, it is necessary to note that the essence of the process in question is discussed in detail in paragraph 4.6 of the “National Personnel Training Program” of the Republic of Uzbekistan. According to this document, the management of the educational institution envisages the following situations:

- Continuous education system and training of personnel, state and non-state educational institutions structurally changed and their consistent development is managed by the state;
- The normative-legal base of education is developed;
- The rights of educational institutions in conducting financial and economic activities and organizing the educational process will be expanded and their independence will be ensured;
- Educational institutions are certified and accredited according to the procedure established by the Cabinet of Ministers of the Republic of Uzbekistan. According to the results of accreditation, the right to work in the field of education is granted;
- An effective, public management system of educational institutions will be introduced through the system of trusteeship and monitoring councils, which include founding organizations, local government bodies, trade and industry circles, public organizations, foundations, and patron representatives.

In addition, scientists emphasize that educational management has a number of unique characteristics. Among them, the following features are considered the main ones:

- Educational management has a moral dimension defined by the word “purposiveness”;
- Educational management is a science and an art (since interpersonal relations play a major role in this);
- Mutual dialectical unity of the interests of the individual, the state and society, which is reflected in the content of management;
- Active participation of the public in education management.

As can be seen from the above, the education system is now being transferred from state management to state-public management. The goal of state-public administration is to solve the current issues of educational institutions in the cooperation of the state and the public, to expand the right and freedom to teachers, students and parents in choosing educational programs, types, and educational institutions.

The Ministry of Public Education, the Ministry of Higher and Secondary Special Education are considered to be the highest state bodies of education management in the Republic of Uzbekistan. Ministries within their competence:

- implements a unified state policy in the field of education; coordinates the activities of educational institutions and guides them in matters of style;
- introduces advanced forms of teaching and new pedagogical technologies, technical and informational means of education into the educational process, creates educational and teaching-methodical literature and organizes its publication;
- approves the final state certification of learners and regulations on externships in state educational institutions;
- submits proposals to the Cabinet of Ministers of the Republic of Uzbekistan on the appointment of the rector of the state higher education institution;
- Pedagogue organizes training of employees, improvement of their skills and retraining.

Departments of public education are also under the authority and subordinate to local government bodies. The activities of the Ministry of Public Education of the Republic of Karakalpak are organized under the control of two higher bodies:

The work of school management is supported by the school inspectorate, that is, the service of school inspectors of ministries and departments of public education. They study the school's activities, analyze the results of the educational process, identify best practices and determine measures for their popularization, identify shortcomings and look for ways to eliminate them, provide methodical and material support to the school director and teachers. Organizational, educational-methodological and scientific leadership of academic lyceums and vocational colleges, development and implementation of state educational standards, integration of educational and vocational programs, provision of pedagogical personnel, their training and retraining Higher and secondary special It is carried out by the Ministry of Education (Center for Secondary Special Vocational Education), its regional departments together with branch ministries, agencies and enterprises. Management of the educational system on a public basis is the activity of the Pedagogical Council, consisting of teachers, students, parents and public representatives, aimed at effectively organizing the activities of the general secondary educational institution.

The school conference, which is held once a year, is also part of the public administration. At the conference, the school council and its chairman are elected, and the charter of the school is adopted. The operation of non-state educational institutions at the same time as state educational institutions also represents the public character of education management. Clarification of the content of general secondary education is one of the main ideas of the Regulation, and mandatory and additional components form the basis of the content of general secondary education.

The compulsory component is determined by the state educational standard and determines the necessary level of training of students, which is sufficient for further study of the basics of knowledge and occupation in institutions of secondary special and vocational education.

The additional component is determined based on the student's needs and abilities, the level of the school's material-technical and staffing. the size of additional educational loads is determined in accordance with the norms of the Ministry of Public Education of the Republic of Uzbekistan agreed with the Ministry of Health. In order to ensure the control of the quality of students' knowledge and the compliance of educational results with the state educational standard, it is envisaged to carry out phased control along with current, intermediate and final control.

Staged control is carried out in the form of exams, tests, tests after the end of the academic year. Based on it, the rating is determined and a decision is made to transfer the student to the next class. Direct management of the school is carried out by the director appointed by the higher authorities, and in non-state educational institutions by the founder.

General secondary education in the Republic of Uzbekistan is organized on the basis of international cooperation. As noted in the eighth section of the Regulation "On General Secondary Education", educational institutions listed as general secondary education management bodies and their local bodies are interstate in the field of international cooperation in the field of receiving grants from progressive international foundations and organizations for the purpose of exchanging pedagogical information and experience, learning experience and improving the skills of pedagogical staff intergovernmental and interdepartmental agreements and contracts. Recruitment of pedagogical personnel on the basis of selection and contract, open discussion of the decisions made, open and understandable introduction of information for everyone, regular reporting of the administration to the

public of the educational institution, allowing teachers and students to express their opinions about the life of the educational institution, in the educational institution means that democratic ideas take priority.

In the management of the educational system, treating the individual with special respect, trusting him, achieving the level of subject-to-subject relationship in pedagogical activities, protecting the rights and interests of students and teachers, and creating conditions for the free expression of their talents and professional skills represent the essence of management based on the principle of humanity.

Based on the systematic approach to the management of the educational institution, the leader has a clear idea of the educational institution as a whole system and its characteristics. The first sign of the system is its unity and it can be divided into parts and components. The second sign indicates the presence of the internal structure of the system. The third feature is the system's ability to integrate. As each component of the system has its own quality, a new integrative quality of the system is created through interaction. The fourth sign is the close connection of educational institutions with the external environment. Because educational institutions adapt to the external environment, reconstruct this educational process and subjugate the external environment to achieve their goals. Systematicity and uniformity in management ensures interaction and communication between the leader and the pedagogical team, prevents one-sided management.

When the centralization of management becomes more than necessary, administrative management will certainly increase. This situation leads to not taking into account the needs, demands and wishes of teachers and students, and unnecessary effort and time of teachers and leaders. Also, if more attention is paid to decentralization, the weakening of the activity of the pedagogical system is noticeable.

The combination of centralization and decentralization in management within the educational institution directs the activities of administrative and public management leaders to the benefit of the community and creates conditions for making decisions at the level of professional competence. The principle of the unity of sole authority and public management is aimed at preventing sole authority in the management of the pedagogical process. It is very important to draw reasonable conclusions based on the experience and knowledge of students, compare different views and draw reasonable conclusions in management activities. Solving tasks collegially does not eliminate the responsibility of each team member.

In turn, monopoly has its own aspects. Autonomy ensures discipline, scope of authority and compliance with it in the pedagogical process.

if a collegial approach to decision-making is preferable, it is preferable to submit to a single authority in ensuring the execution of the decision.

The state-public nature of the management of the educational system creates conditions for the implementation of this principle.

The head of the educational institution also acts as a manager in his activities. Therefore, he should be able to widely use observation, questionnaire, test, instructional and methodical materials in his work. The administration of the educational institution should pay special attention to the development of information management technology within the school and its implementation in the educational process.

Effective use of information in the management process helps the successful implementation of the activity of the educational institution. The information used in the management of the educational institution is different.

improves the scientific organization of management work.

The uniqueness of the internal management of the school is clearly seen in the following tasks:

1. Pedagogical analysis of the educational process.
2. Goal setting and planning.
3. Organization.
4. Controlling the internal management of the school.
5. Regulation.

It cannot be managed without analyzing the organization and development of the educational process, without comparing the previously achieved results with the current ones.

The effectiveness of the management of the educational institution depends on the deep knowledge of the pedagogical analysis methodology of both the head and the teachers. If the pedagogical process is not properly analyzed on time, at the professional level, mutual misunderstanding and mistrust will arise among the team. Currently, there are three types of pedagogical analysis:

- 1) Daily analysis;
- 2) Systematic analysis;
- 3) Final analysis.

Daily analysis focuses on collecting information about the progress and results of the educational process every day and determining the cause of the deficiencies in it. Changes and corrections are made to the pedagogical process as a result of daily analysis. The subject of the daily analysis includes the level of students' daily mastery and discipline, the attendance of the head of the educational institution to classes and extracurricular activities, the cleanliness of the school, as well as compliance with the lesson schedule.

Systematic analysis focuses on the study of the system of lessons and extracurricular activities. The content of the systematic analysis consists of the correct combination of educational methods, the achievement of thorough assimilation of knowledge by students, the quality of educational work by teachers, the promotion of their pedagogical culture, and the contribution of the pedagogical team to the creation of an innovative environment in the educational institution.

The final analysis is carried out at the end of the academic quarter, half-year and academic year and focuses on the study of ways to achieve the main results. Data for the final analysis are obtained from daily and systematic analyses, results of current and interim control, reports of students and class leaders.

The basis of any pedagogical process management is goal setting and planning. The purpose of management activity is to determine the general direction, content, form and methods of work. So, the goal is the basis of the plan. After determining the main goal in management, an additional goal is set to achieve it. Management planning of an educational institution is a decision-making process based on a pedagogical analysis. Such decisions can be made by analyzing data over a period of time or after completing the final work.

The following three main forms of planning are used in the practice of educational institution management:

- 1) Term (perspective);
- 2) Annual;
- 3) Final.

In accordance with the rule, long-term planning is adopted for several years on the basis of an in-depth analysis of the work carried out in the educational institution in recent years.

A term plan that can be adopted in an educational institution can be in the following form:

1. Tasks set before the educational institution in the planned period.
2. Based on the capabilities of the groups, the terms of the annual mastery level of the students.
3. Terms of introduction of pedagogical innovations (innovations) to the educational process.
4. Requirements for pedagogical personnel of the educational institution.
5. Improving the qualifications of teaching personnel through various forms (courses, seminars, trainings).
6. Development of the technical and teaching-methodical (construction works, information, visual aids, enrichment of the library fund) scope of the educational institution.
7. Social protection of teachers and students.

Annual planning covers the entire school year and summer vacation. Annual planning is carried out during the academic year and includes several stages depending on the organization of the educational process (quarter, semester).

REFERENCES

1. IMAMNAZAROV, O. B., QOSIMOV, T. O., & ABDULLAEV, M. R. (2020). Balances Of Soil Waters Of Cotton Rootable Layer In Experimental Production Sections. *International Journal of Innovations in Engineering Research and Technology*, 7(05), 318-321.
2. Mavlyanov, U. N. (2020). Problems of Ontology in the Heritage of Ali Safi. *International Journal of Multicultural and Multireligious Understanding*, 7(7), 540-545.
3. САПАЕВА, Ш. А., & МАДРИМОВА, А. Г. ЭКСПЕРИМЕНТАЛ КУЙИШДА ИММУН ТИЗИМИДАГИ МОРФОЛОГИК ҶАГАРИШЛАРНИ ҶАҲАНИШ. *Биомедицина ва амалиёт журналы*, 600.
4. Мавлянов, У. Н. (2022). ONTOLOGICAL VIEWS OF ALI SAFI. *ФИЛОСОФИЯ И ЖИЗНЬ МЕЖДУНАРОДНЫЙ ЖУРНАЛ*, (1 (16)).
5. Mavlyanov, U. N. (2020). Problems of Ontology in the Heritage of Ali Safi. *International Journal of Multicultural and Multireligious Understanding*, 7(7), 540-545.
6. Сапаева, Ш. А., & Нуруллаев, Б. Р. (2019). ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ВАКЦИНАЦИИ ПРОТИВ ГРИППА СРЕДИ ГРУПП РИСКА У БЕРЕМЕННЫХ ЖЕНЩИН И СТУДЕНТОВ. In *INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS AND PROSPECTS OF MODERN SCIENCE AND EDUCATION* (pp. 85-87).
7. Sapaev, I. B., Mirsagatov, S. A., Sapaev, B., & Sapaeva, M. B. (2020). Fabrication and Properties of n Si-p CdTe Heterojunctions. *Inorganic Materials*, 56, 7-9.
8. САПАЕВА, Ш. А., & МАДРИМОВА, А. Г. ЭКСПЕРИМЕНТАЛ КУЙИШДА ИММУН ТИЗИМИДАГИ МОРФОЛОГИК ҶАГАРИШЛАРНИ ҶАҲАНИШ. *Биомедицина ва амалиёт журналы*, 600.
9. Gaipnazarovna, M. A., & Aminovna, S. S. (2022). Comparison of Indicators of Short and Long Latency Auditory Evoked Potentials in Newborns. *The International Tinnitus Journal*, 26(1), 16-19.
10. Aminovna, S. S. (2021). PROBLEMS AND PROSPECTS OF VACCINATION AGAINST INFLUENZA AMONG RISK GROUPS IN PREGNANT WOMEN AND STUDENTS' OF THE URGENCH BRANCH OF TMA. *ResearchJet Journal of Analysis and Inventions*, 2(5), 1-4.
11. Aminovna, S. S., Rustamovich, N. B., & Kizi, S. U. B. (2019). Problems and prospects of vaccination against influenza among risk groups in pregnant women and students'. *International scientific review*, (LVII), 85-87.