

SCIENTIFIC APPROACHES TO THE MANAGEMENT OF TEACHING STAFF OF SECONDARY SCHOOLS IN EDUCATIONAL MANAGEMENT

Muzaffar Ummatovich Kurbanov
Kokand State Pedagogical Institute

ABSTRACT

At the end of the 19th-beginning of the 20th centuries, industry entered the era of mass production, and the tasks of managing enterprises were sharply complicated. Old methods of management began to feel increasingly inefficient. The realization of an objective need for new forms and methods of management led to the emergence of management. From the very beginning, management sought to answer one main question. "How to organize management effectively?" His entire evolution was because answers to this question were offered. They were subjected to practical tests, criticized, supplemented or rejected, and new solutions were developed based on radically different foundations.

Keywords: management, teaching staff, pedagogy, administration, school, educational management.

INTRODUCTION

The first theory of "scientific management" was developed at the beginning of the 20th century by designed by F.Taylor. Criticizing his modern management practices, he argued that in order to be effective, management must be carried out based on certain laws, rules and principles. Although F.Taylor's focus was on enterprise management, he believed that the same principles could be applied equally to all types of social activities [1].

Educational management theory is a relatively new scientific discipline aimed at improving the effectiveness of management activities in the field of Education. The starting point of its development was the University of Chicago professor F.Bobbitt's work, "some general principles of governance applied to urban school systems", published in 1913, is reflected in his work. "At a time when there is a lot of debate about the possibilities of "scientific management" in the world of material production, it is advisable to study the principles of management, this more effective form of Management, in order to determine the possibility of applying them to the problems of management and control of Education. He described the effective management activities of the pedagogical community as management, leadership and control are functions of collective labor [2]. People will not achieve goals in any way if they act alone; But when people cooperate for common purposes, there is a need to manage the various labors of the group to ensure unity and efficiency. The fulfillment of goals occurs with the development of the team. He also believes that it is natural for the organization to differ in the specifics of Labor communities based on its types, while the fundamental principles, functions and tasks of management remain the same for them.

LITERATURE REVIEW

To develop the problem of applying classical management theories to the management of educational organizations abroad Bush, J.Kupman, M.Johnson, P.Silver, J.Religion and R.Bletchford, N.Adams et al made significant contributions.

RESEARCH AND DISCUSSION

Today, the systemic changes taking place in the economic and social spheres of the new Uzbekistan have a significant impact on the formation of Labor culture in educational institutions, as in various organizations, labor relations are being mastered to reform the changes in the socio-cultural space, and thus the idea of the team as an organization is being formed.

The traditions of the labor community of the Soviet period have left a strong mark on the minds of people and still have a great influence on the culture of pedagogical community relations, which are consistent with the times in communities. In fact, in our organizations, the team (collective) occupies the highest position on the scale of values than the individual. In the context of globalization, communities began to use successful pedagogical methods of Labor Organization, which were used by foreign organizations for many years.

Ways to achieve high labor productivity began to be considered as a method of movement management, project management. However, in Milkovsky's research, in European countries, the concept of "collective" is not very popular and has a negative semantic meaning, since it is full of stereotypes, reminds Europeans mainly only of collectivism and the remnants of the communist system. In Europe, the concept of "collective" is replaced by "team", "management group", "Workers' Alliance" concepts are used.

However, usually the concepts of "collective" and "team" stand out. In Uzbek, a "team" is a long-term organization with clearly regulated management powers exercised by the leader, while a "team" meets only for the implementation of a specific project, and all its participants have equal powers. In recent years, the interaction of foreign and domestic companies has simultaneously led to the introduction of the concept of "organizational personnel" into the local lexicon, through which it is customary to understand employees of an institution, an enterprise or groups of this content with propofessional or other characteristics.

For a long time, the theory of Educational Management in our country developed within the framework of "limited to summarizing the experience of the best school leaders in the framework of school studies and preparing practical recommendations for the organization of school work on this basis." The ideas of the pedagogical team as a special Labor team were formed in pedagogy as early as the 20s and 30s of the 20th century, when the study of the problems of the labor efficiency of the pedagogical team using pedagogical diagnostic methods was carried out mainly within the framework of the science of pedology. In their development, prominent educators of the time were S.T.Shatsky, V.N.Soroka-Rosinsky, A.S.Makarenko, P.P.Blonsky, K.N.Kuznesov, P.A.Rudick, A.G.Kalashnikov's and others contributions are significant. These researcher-educators in their works emphasized the leading role of the team of educators in solving the problems of education and education of the younger generation. According to Makarenko, the main factor affecting students was a good pedagogical community. At the end of the 1930s and 1940s, under the influence of ideas in the field of Management in

Western states, the priority of collective education was further strengthened, conditions were created for the development of authoritarian pedagogy, such as the basic principle that ensures the professional development of the pedagogical community-full control of the activities of each member and Like any other theory, community theory is characterized primarily by a strictly defined and interrelated set of rules . These rules can be divided into two groups: the first is formed by the important signs of the team as a social community, the second combines the principles of the organization and activity of the team.

According to Makarenko's point of view, the team is "a group of Free Workers United by a single goal, a single action, organized, equipped with governing bodies, discipline and responsibility, the team is an independent organism in a society of healthy personality" [3]. Also as the main direction of Makarenko in solving the problem of the individual and the team "in relation to the individual, the team ensures the sovereignty of the entire team, the right of the individual to voluntarily be in the team, requires unconditional obedience from the person when he is in it, based on the sovereignty of the team". Studying the problem of the school team to Makarenko, he develops a specific pedagogical team model and substantiates the basic principles of organizing team activities. These principles include the presence of common collective goals, constant movement towards development, interest in other communities, Country Life, direct influence of the team on all the main aspects of Student Life, solidarity and organization of students, Management and self-government. The development and strengthening of the team largely depends on the content and dynamics of its activities. A.S.Makarenko formulated the law of collective development, the essence of which is that the team must constantly move forward, achieve new and new achievements and have an increasingly strong influence on the development and personal formation of its members. The team's stagnation from development leads to its weakening and fragmentation. Therefore, in the system of collective education, it is of great importance to organize the prospective aspirations of students, to constantly set complex goals and interesting prospects for them. "If there is no goal in front of the team, it is impossible to find a way to organize it. The general collective goal should be set in front of each team - not in front of a separate class, but in front of the entire school," Makarenko wrote. He believes that team development begins by setting common collective goals that go through three stages. At the initial stage of creating a team, the organizational impact of the goal is mainly ensured by advancing close prospects, which are constantly carried out of various types. This is one of the most important sources of community well-being, a cheerful tone of his life, confidence in tomorrow. When the team develops and strengthens, and public opinion in it becomes mature and demanding, it is time to actively introduce medium prospects. Makarenko strongly defended the principle of unity of command in the management of the school team. The accumulation of managerial functions in the hands of the leader and the liberation of the teaching staff from these functions is necessary in order to stimulate the initiative and independence of students as much as possible, so that students are involved in the active process of managing the team as soon as possible. In developing the theory of the team of educators, Makarenko in his works considered the problem of improving the professional skills of teachers and the entire team. He points out that pedagogical skill is not only a characteristic of talented people, but it is also a need to teach, like any other specialty. Makarenko tried to determine the movement patterns of the team. He includes the following in them:

- continuous development of socially significant goals;
- student development dialectics;
- promising plans;
- confidence in tomorrow.

In the 1950s and 60s, the ideas of collective pedagogy were further developed in the bright experience of school leaders such as Sukhomlinsky, Kostyashkin, Karmanov. Talented school leaders developed the vision of previous educators and created unique community models, organizing work with each educator's individual member on the principle of humanism while emphasizing their identity [4]. Sukhomlinsky, who made a significant contribution to the study of the pedagogical community of the school, wrote in his works that "the problem of the pedagogical community has not yet been sufficiently studied. Modern pedagogical literature does not contain books that deeply reveal the essence, role and place of the pedagogical community in the complex educational process. At the same time, the pedagogical community is the core of the school itself". Therefore, Sukhomlinsky in his study gave preference to the study of the problems associated with the organization and activities of a team of educators. Studying the pedagogical team, Sukhomlinsky said that the school team is a Labor team in the first place, and like any good Labor team, it is also people united on the basis of a single goal. They are united by a sense of responsibility for the work entrusted to the team; secondly, the management of the education of students is carried out not only by the director of the school, but also by the entire pedagogical team. The pedagogical team begins to live a creative life only if it is united by the same goals and requirements; thirdly, an attentive, sensitive, caring, benevolent attitude of the pedagogical team and the school director to each teacher in all aspects of his life is necessary. The creation and strengthening of a pedagogical team, in essence, is the hard individual work of a team and a leader with each living person, the ability to find an approach to the teacher that only seems correct to him; fourth, the permanence of a pedagogical team, if the teacher's long stay at school is associated with his love of work, creative work, The structure of the pedagogical team can and should change, but its most important qualities, such as maintaining and increasing the best traditions, carefully handing them over to young teachers, constant growth, improving the pedagogical skills of each employee, should remain constant and durable [5].

Sukhomlinsky writes that the formation of a pedagogical team is a process carried out not according to the plan, instructions and orders from above, but in accordance with the peculiarities arising from the peculiarities of each school. In the process of increasing the professionalism of the team as a whole, the role of the individual is large, and its individual growth ultimately contributes to the growth of the professional skills of the entire team. In the context of the creative environment created in the team, "the sensitivity of the team and the individual to reason and wisdom is polished, everyone wants to be smart, wise and does not want to be ignorant. The feeling of disgust with ignorance and indifference Awakens, which only happens because he is in the team. Figuratively in increasing the role of the leader in creating a creative environment, Sukhomlinsky noted that "the director of the school, figuratively speaking, you need to turn the unbridled Pearl of pedagogical work into the team with the side that opens this idea to all teachers, so that it excites, is influenced. When you achieve this, the team sees in their work a pedagogical problem, an idea". In addition, "improving skills based on collective

experience leads to the fact that the conscientious work of even an inexperienced teacher contributes to the improvement of the entire educational process”. Therefore, in general, in the 40s and 50s, research teachers studied issues related to the professional activities of the pedagogical team, issues of individual improvement of the professional skills of the entire team and each teacher, where the decisive role was assigned to the head of the educational institution. The method of observation was considered as the main method of studying the professional problems of teachers. In the 50s and 60s, in addition to learning and supervision at the school, control of the results of the professional activities of the pedagogical community was actively used. During these years, there are many studies devoted to the problem of organizing procedures for controlling the activities of the pedagogical community.

Kuprin by control understands “the state requirements for the content, level and results of activities of each teacher and student”. The author offers the following methods of tracking the results of Team Activities: document study - notebooks, class journals, student Diaries, control work; conversation with the teacher; studying students’ knowledge during observation in the teacher's lesson; personal conversation (conducted by the director or deputy directors); oral conversation; written verification; graphic verification; practical verification.

CONCLUSION

In improving the effectiveness of the pedagogical process in the school of general secondary education, the targeted management of the pedagogical community should be carried out in conjunction with the entire management system of pedagogical education and, most importantly, the management of the school of general secondary education. The purposeful scientifically based management of the pedagogical community of the general secondary school cannot be carried out without taking into account not only objective, but also subjective factors that affect the organization of the management process. Objective conditions—the material and technical base of the school and its condition, the pedagogical process and the pedagogical team itself, the team of the general secondary education school, that is, the contingent of students and teachers, have their own characteristics. Subjective conditions include the level of education and qualifications of teachers and leaders and, taking into account this level, the moral and psychological climate in the team and its specificity, the level of the pedagogical process, as well as, most importantly, the organization of methodological work. This should also include the personal characteristics of the teachers and the educational opportunities of the team of educators.

REFERENCES

1. Тейлор Ф.У. Принципы научного менеджмента. – М. 1991
2. Bobbitt, J.F., 1913. The supervision of city schools: The twelfth yearbook of the national society for the study of education. Bloomington, IL: Public School Pub. Bobbitt, J.F., 1920. The objectives of secondary education. In J.R. Gress (ed.), Curriculum: frameworks, criticism, and theory. Richmond, CA: McCutchan Publishing Corporation, 135–144. Some General Principles of Management Applied to the Problems of City-School Systems <https://journals.sagepub.com/doi/abs/10.1177/016146811301400601>

3. Мильковская И.Ю., Киселева Н.А. О педагогическом коллективе. Волжский институт экономики, педагогики и права. Текст научной работы. 2019. <https://cyberleninka.ru/article/n/o-pedagogicheskom-kollektive>
4. Боровков С.Е. Развитие отечественных взглядов на проблемы внутришкольного управления в XIX–XX вв. // Мир науки. 2016. Т. 4. №5. URL: <http://mir-nauki.com/PDF/36PDMN516.pdf> (дата обращения: 27.05.2018).
5. https://superinf.ru/view_article.php?id=205
6. Макаренко А.С. Цель воспитания. Организационное строение коллектива. Перспектива //Пед. соч.: В 8 т. - М.: Педагогика, 1984. - Т. 5, С. 232-233.
7. MU Kurbanov. Improving School Management By Effectively Managing The Pedagogical Community. Eurasian Journal of Learning and Academic Teaching, 2023
8. Ummatovich K. M. Purposeful management of the teaching staff of school: theory and practice //Open Access Repository. – 2022. – Т. 8. – №. 12. – С. 80-83.