

THEORETICAL AND PRACTICAL FRAMEWORK FOR SCHOOL MANAGEMENT

Muzaffar Ummatovich Kurbanov

Senior Teacher of School Management Department

Kokand state pedagogical institute, Uzbekistan

e-mail: economykspi@gmail.com

ABSTRACT

Currently, the quality of school management is understood as a set of characteristics of school management, as a result of which it leads to the achievement of educational goals, meeting certain requirements and, ultimately, the development of school activities. The development of school activities is explained by the extent to which school leaders have mastered modern leadership competencies. This article analyzes modern competencies that should be acquired by modern school leaders. The difficult transition period in the countries that gained independence had a serious impact on the growth quality of the country's economy. Independent countries have also changed their approaches to the development of the education system and the improvement of the quality of human resources, taking into account that the quality of economic growth is directly dependent on the education system.

Keywords: competence, school director, pedagogical team, qualification, skill.

INTRODUCTION

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. 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 development of education in the modernization of education management. 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 independent state, to replace the old professional competencies of school leaders with new modern professional competencies. In this regard, Uzbekistan feel the need for modern, free-thinking, creative and comprehensively developed managers. 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. Improving the qualifications of the leader and the pedagogical team 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.

RESEARCH METHODS

The theoretical basis of the article, on the one hand, is the position of modern theories of educational management and leadership competence, taking into account the characteristics of the school, the general management of social organizations, and on the other hand, the basis of modern approaches to management of leadership competencies and product quality in various sectors of the economy, and we is based on the ideas of universal quality, which served as the source of many heuristic analogies for. The main methodology of this article is systematic, situational and optimization approaches in solving issues related to the quality of school management and leadership competencies. It refers to the desire to systematically present school management and systematically ensure the quality of school management, taking into account the specific circumstances as much as possible and paying attention to the maximum possible indicators of the real quality of management.

LITERATURE REVIEW

An analysis of modern scientific and pedagogical literature on the problem of education management allows us to identify several areas in the field of management of educational organizations. The first direction is considered in the works of Commonwealth independent countries scientists such as V.Yu. Krichevsky, B.C. Lazarev, A.A. Orlov and others, in which an educational institution is considered as an open pedagogical system that can work in the mode of functioning and development. The next direction represents an educational organization in the form of a social system, the management of which is subject to general laws and is studied in the works of V.P. Bespalko, N.I.Zaguzova, B.C. Lazarev and others. The methodology of systemic and situational approaches to management and the design of management subsystems in education is disclosed by such scientists as Yu.A.Konarzhovsky, V.Yu.Krichevsky, B.C.Lazarev, A.M.Moiseev, V.P.Simonov.

Despite the increased attention of scientists and practitioners to the problem of improving management efficiency in educational organizations, there remains a tendency to use traditional management models that do not reflect the current state and requirements for an educational organization. Analysis of the scientific and methodological literature on the problem of management in an educational organization made it possible to identify a number of contradictions between: the need to solve the task facing educational organizations to form a competitive personality and standard methods and forms of organizing management activities; the practical necessity and possibility of solving the problem of increasing the efficiency of the educational organization by improving the management system based on modern management approaches and technologies and the insufficiency of their application in the practice of managing an educational organization; the need for new effective models of management of

educational organizations and the insufficient development of the issues of modeling the modern management of an educational organization and their implementation in the practice of educational organizations.

RESEARCH RESULTS

The effectiveness of the work of the head of a general education school is determined by professional competence in determining the content of education, establishing the connection between education and personal development, the quality of education and its practical direction [1]. The orientation of the head of the school to the goals of education aimed at the individual is also an indicator of the improvement of professional competence.

A modern leader of an educational organization:

- clear understanding of what is meant by educational outcome;
- understanding of the educational paradigm in which management and pedagogical activities are carried out;
- ability to set the goals of the entire organization and subjects of pedagogical activity, in particular, educational activity;
- predicts educational results for prospective, quarterly periods;
- constantly compares goals and results, looks for problems in identified inconsistencies;
- must have the same counters and parameters to measure the goal and the result.

The professional competence of the head of the general education school can be expressed as a whole system consisting of many elements [2]. Professional competence is the manager's understanding of "himself" in professional activities. This means:

- knowing one's needs, interests, aspirations, values, social roles and motives;
- assessment of their professional capabilities (knowledge, skills, abilities);
- ratio of important professional qualities with their standard - social requirements of the profession;
- to develop one's own behavior and personal work style based on self-evaluation as a professional.

In general, professional competence is described as the process of "self-awareness" in each of the three components of the professional work space of the school manager:

- in the professional activity system;
- in the professional communication system;
- in the identity system.

It is appropriate to connect the professional qualification of the head of the educational organization with the activity. It develops the whole system of human communication (interaction, exchange of experience, knowledge acquisition), unites efforts that stimulate the activity of the participants, and the activity, in turn, encourages them to personal development and self-improvement.

An important component of the professional competence of the head of an educational organization is psychological and pedagogical competence. This is directly related to the effectiveness of the interaction. It is the mastery of cognitive, emotional and motor behavior. Psychological-pedagogical competence is defined as the level of success in solving problem situations, which implies the unity of indicative and executive components. Psychological-

pedagogical competence is manifested both in professional self-awareness, and in methods of performing actions (skills), behavior. Psychological-pedagogical competence is a holistic view of a person, which allows the leader to reflect the external aspects of the situation and influence it accordingly.

Qualification descriptions of the main positions of public education workers in accordance with the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 164 dated June 19, 2015 "On approval of the updated classification of the main positions of employees and workers' professions", the qualifications of the main positions of public education workers defines the characteristics [3]. (Appendix to the order of the Minister of Public Education No. 191 dated June 24, 2015).

School principal qualification requirements:

- a) higher education of at least a bachelor's degree in the field of pedagogy;
- b) knowledge of the initial stage of one of the foreign languages and the use of information and communication technologies;
- c) pedagogical work experience of not less than five years.

In one of the drafts of the professional standard of the head of an educational organization, the following generalized labor functions are distinguished [4]:

- management of the organization and its development;
- management of projects (processes) in the organization;
- technology management in the organization;
- management of work in the organization.

Another draft lists the following professional standards [4]:

1. Management of the organization.
2. Development of the organization.
3. Management of available resources in the organization.
4. Representing the interests of the organization in communication with the authorities, local state authorities and other organizations (including foreign organizations in the field of higher education).
5. Management of research, analytical, design and educational activities.

Each generalized labor function is defined by activity functions. In turn, labor functions are characterized by the following parameters: labor actions, necessary skills and knowledge.

Labor activities are characterized by the following: analysis, determination, agreement, development, organization, determination of indicators, evaluation, prediction, debate, compromise, justification, etc.

The professional actions, skills and knowledge of the head of the educational organization require a high level of the following competencies: legal, financial-economic, ergonomic, personnel, methodological, organizational, psychological-pedagogical, management competencies.

Five skills of an effective leader

1. Leadership and personal effectiveness:

- effective time management;
- ability to take responsibility and make decisions in complex situations;
- develop the ability to think strategically;
- objective assessment of their abilities and resources for development.

2. Strategic management:

- able to adequately assess the current situation;
- setting long-term goals and knowing how to achieve them.

3. Ability to manage a team:

- create an effective team of individuals of different character;
- correct distribution of roles and motivation of subordinates;
- learning to understand the motives of people's actions;
- choosing tools to understand the specifics of interpersonal relations and to determine the correct vector of team action.

4. Effective financial management:

- effective use of budget funds;
- attraction of extra-budgetary funds;
- planning and controlling the use of financial resources of the organization.

5. Ability to establish business relations and conduct negotiations:

- finding resources for organizational development;
- development of business relations;
- protect the interests of the organization during negotiations.

Hard skills - professional or technical skills. They are mastered in the process of learning and polished in the process of applying them to work. Hard skills can be measured very clearly: you can define and demonstrate your level of English, your knowledge of a particular program, and experience in managing projects. Hard skills are directly required to work in an organization and are directly relevant to its activities.

Soft skills are universal skills that are not related to a specific profession or specialty. They reflect a person's personal qualities: his ability to communicate with people, organize his time effectively, think creatively, make decisions and take responsibility. Soft skills improve work performance and interpersonal relationships.

CONCLUSION

Developing the professional competence of a school principal is a complex multi-component personal education that requires systematic improvement and development. In the conditions of constant challenges and changes, multitasking and limited resources, it is very difficult for a modern headmaster of an Uzbek school to find time and energy for continuous self-education. However, it is a necessary condition and guarantee of the success of the leader today. A Chinese proverb says: "When the wind of change blows, some people build walls and others build windmills". Continuous professional and personal self-improvement should become a habit of the manager's daily life. Time management, a healthy lifestyle, desire and patience will help make this a reality. Therefore, we would like to emphasize that there is a need to create a

reserve of communicative, competent leaders who can use modern technology and educational achievements with intellectual ability to manage the schools of New Uzbekistan today. After all, the process of renewal of management in the school administration continues.

REFERENCES

1. Моисеев А.М. Качество управления школой: Что это такое? Каким ему быть? Как его обеспечить?
2. Гришина И. В., Волков В. Н., Анализ особенностей управленческой деятельности руководителя школы в современных условиях.
3. Конаржевский Ю.А. Педагогический анализ учебно-воспитательного процесса и управление школой.
4. World economic forum -2016. https://www3.weforum.org/docs/WEF_Book_RUS_Maslow.pdf
5. Otu, D. O. (2006). *Human Resource Management in Education: National Open University of Nigeria*. Lagos: Garewa Investment Limited. Parker, M, & Jary, P. (2011). *The Ma University: organization, management and Academic subjectivity*. Retrieved online from
6. Конаржевский Ю. А. Внутришкольный менеджмент. – М.: Новая школа, 2007. – 158 с.
7. Конаржевский Ю. А. Педагогический анализ учебно-воспитательного процесса и управление школой. – М.: Педагогический поиск, 2005. – 80 с.
8. Anna, Z. (2016). *Manchester: An Academic Career*. Retrieved online on 24/05/2016 from
9. Nkang. I. E. (2002). *Fundamentals of Educational Administration Planning & Supervision: Nigeria*. Afahaide & bros printing & publishing co.
10. Ogbonna. F. C. (2003). *Management in Education*. Calabar: Tony Printers.
11. Akeke, Mercy. (2021). MANAGEMENT OF SCHOOL PERSONNEL: ACADEMIC STAFF.
12. В Fayzullo, SY Pulatov, M Mansurov, F Mamadaliev, O Meliziyaev "METHODOLOGY OF MULTIMEDIA TECHNOLOGIES IN EDUCATION IN THE TEACHING OF MATHEMATICS" Web of Scientist: International Scientific Research Journal 2 (05), 423-446
13. Кушимов, Бахтияр Алишович, and Шарифжон Йигиталиевич Пулатов. "РЕЗУЛЬТАТЫ ЭКСПЕРИМЕНТАЛЬНЫХ ИССЛЕДОВАНИЙ СУШКИ СЕМЯН КОРМОВЫХ ПУСТЫННЫХ РАСТЕНИЙ." *Интернаука* 36 (2020): 45-48.
14. Abdikarimov, R. A., M. M. Mansurov, and Y. Pulatov Sh. "Influence of the rod shape on the critical flutter speed articulated at the ends." *International Journal of Applied Research* 6 (2020): 8.
15. Устаджалилова, Хуршида, Маргуба Хайдарова, and Дилноза Олимова. "РОЛЬ ИСТОРИЧЕСКОГО И КУЛЬТУРНОГО НАСЛЕДИЯ В ФОРМИРОВАНИИ МОТИВАЦИИ ИЗУЧЕНИЯ МАТЕМАТИКИ." *Фундаментальные и прикладные научные исследования: актуальные вопросы, достижения и инновации*. 2020.
16. Устаджалилова, Хуршида Алиевна, Озода Махмудова, and Дилшод Султанов. "Особенности профессионально-педагогической подготовки выпускников-будущих учителей математики." *Молодой ученый* 3-1 (2016): 18-19.
17. Устаджалилова, Хуршида Алиевна, Наргиза Акбарова, and Дилшод Султанов. "О геометрических преобразованиях и его приложениях (самосовмещения многогранников)." *Молодой ученый* 3-1 (2016): 16-18.

18. Султанов, Дилшод, and Хуршида Алиевна Устаджалилова. "Особенности развития геометрических умений и навыков учащихся при решении задач методом геометрических преобразований." *Теория и практика современных гуманитарных и естественных наук*. 2014.
19. Устаджалилова, Хуршида Алиевна, and Гулом Каримов. "Преемственность обучения математике в вузе, как фактор развития математических умений и навыков." *Главный редактор* (2016): 63.
20. Устаджалилова, Хуршида Алиевна, and Хуснида Мелиева. "Развитие творческих способностей учащихся на уроках математики с применением информационных технологий." *Теория и практика современных гуманитарных и естественных наук*. 2015.
21. Sul-tonmurodovna, Otajonova Maftuna. "THE ORETICAL AND SCIENTIFIC APPROACHES TO ENSURING THE QUALITY OF EDUCATION IN THE TRAINING OF COMPETITIVE PERSONNEL IN HIGHER EDUCATIONAL INSTITUTIONS." *Open Access Repository 8.11* (2022): 121-126.
22. Otajonova, Maftuna. "VAQTNI BOSHQARISH VA HAYOT MAQSADLARI." *Eurasian Journal of Law, Finance and Applied Sciences 2.11* (2022): 53-58.
23. Ergashev, Eminjon Aliyevich, and Rashidovna Madaminova Xusnida. "PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE USE OF MODERN INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS." *Актуальные научные исследования в современном мире 4-3* (2021): 148-151.
24. Раджабова, Гавхар Умаровна. "Защита прав частных предпринимателей и роль малого бизнеса в инновационной экономике." *Web of Scholar 3.3* (2018): 3-5.
25. РАДЖАБОВА, ГАВХАР УМАРОВНА, and ДЖАМИЛА КАХРАМОНОВНА САТТАРОВА. "ДЕМОГРАФИЧЕСКИЕ ПРОЦЕССЫ И ИХ ВЛИЯНИЯ НА РЫНОК ТРУДА В УЗБЕКИСТАНЕ." *МОЛОДЕЖЬ И СИСТЕМНАЯ МОДЕРНИЗАЦИЯ СТРАНЫ*. 2017.
26. РАДЖАБОВА, ГАВХАР УМАРОВНА, and ХАВАСХОН ОМОНОВНА СОЛИЕВА. "ПРАВОВЫЕ ОСНОВЫ ПРЕДПРИНИМАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ В УЗБЕКИСТАНЕ." *МОЛОДЕЖЬ И СИСТЕМНАЯ МОДЕРНИЗАЦИЯ СТРАНЫ*. 2017.
27. Раджабова, Гавхар Умаровна, and Ижода Курбановна Маматхожиева. "Сущность, причины и основные виды экономических кризисов." *ТРЕНДЫ РАЗВИТИЯ СОВРЕМЕННОГО ОБЩЕСТВА: УПРАВЛЕНЧЕСКИЕ, ПРАВОВЫЕ, ЭКОНОМИЧЕСКИЕ И СОЦИАЛЬНЫЕ АСПЕКТЫ*. 2014.
28. РАДЖАБОВА, ГАВХАР УМАРОВНА. "СОВЕРШЕНСТВОВАНИЕ ДЕЯТЕЛЬНОСТИ ПРОМЫШЛЕННЫХ ОТРАСЛЕЙ-ЗАЛОГ УСПЕХА В РАЗВИТИИ ПРОИЗВОДСТВА." *БУДУЩЕЕ НАУКИ-2015*. 2015.
29. NURMATOVA, MI. "THE NATURE AND THEORETICAL DESCRIPTION OF THE CONCEPT OF" ECONOMIC COMPETENCE"." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.07* (2022): 16-20.

30. Нурматова, М. И. "ТЕОРЕТИЧЕСКОЕ ОПИСАНИЕ ПОНЯТИЯ "ЭКОНОМИЧЕСКАЯ КОМПЕНСАЦИЯ"." *СОВРЕМЕННАЯ НАУКА: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ*. 2022.
31. Нурматова, Мафтуна. "Оила иқтисоди ва уни юриштига оид компетенциялар." *Общество и инновации* 2.11/S (2021): 323-329.
32. Qizi, Saidova Hilolaxon Rashidjon. "METHODS BASED ON THE MODEL OF EDUCATIONAL INSTITUTION IMPROVEMENT OF THE EDUCATIONAL QUALITY CONTROL SYSTEM." *European Journal of Research Development and Sustainability (EJRDS)* 2.06 (
33. Qizi, Saidova Xilolaxon Rashidjon. "VAZIYATLI YONDOSHUV VA UNING BOSHQARUV NAZARIYASI RIVOJLANISHIDAGI AHAMIYATI." *Oriental Art and Culture* 7 (2021): 254-259.
34. Saidova, Kh. "ORGANIZATIONAL AND PEDAGOGICAL FEATURES OF EDUCATIONAL QUALITY CONTROL SYSTEM IN ADVANCED FOREIGN COUNTRIES." *Berlin Studies Transnational Journal of Science and Humanities* 2.1.5 Pedagogical sciences (2022).
35. Saidova, X. R. "MECHANISM FOR ATTRACTING STAFF TO IMPROVE THE QUALITY OF EDUCATION." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.07 (2022): 59-67.
36. Саидова, Хилолахон. "Таълим тизими бошқарувида сифат ва самарадорлик моделлари." *Общество и инновации* 3.3/S (2022): 42-49.
37. Ханбabayev, Shohruhbek. "Innovative-pedagogical basis of development of the process of spiritual education." Scienceweb academic papers collection (2022).
38. Xonbabayev, S. H. "D.(2022). Socio-Pedagogical Basis of Spiritual and Spiritual Education Mechanisms in Society and Foreign Experiences." *International Journal of Culture and Modernity*: 285-292.
39. Babaeva, Nargiza Muzaffarovna, and Shokhrukhbek Dilshojon Khanbabaev. "METHODOLOGICAL APPROACH TO DEVELOPING A DEVELOPMENT STRATEGY OF AN EDUCATIONAL ORGANIZATION." *Oriental renaissance: Innovative, educational, natural and social sciences* 1.5 (2021): 65-73.
40. Нурматова, Мафтуна Илхамовна. "“КОМПЕТЕНЦИЯ” ТУШУНЧАСИНИНГ ГЕНЕЗИСИ." *YANGI O'ZBEKISTONDA MILLIY TARAQQIYOT VA INNOVASIYALAR* (2022): 146-150.
41. Илхамовна, Nurmatova Maftuna. "INTERDISCIPLINARY RELATIONSHIP IN IMPROVING FAMILY ECONOMY COMPETENCES." *Open Access Repository* 8.11 (2022): 100-102.