

MANAGEMENT OF THE PEDAGOGICAL TEAM IN GENERAL SECONDARY SCHOOLS - AS A SOCIO-PEDAGOGICAL CONDITION

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ABSTRACT

The article generalises theoretical and practical research and offers a new solution to the problem of management of pedagogical team in schools, which is revealed in creating pedagogical conditions for the development of the pedagogical team. Today, democratization of education is one of the main principles of its development, which ensures the expansion of the rights and obligations of the teacher and the student, and the implementation of the principles of cooperation between the leader, the teacher and the student. Both democratization and humanization recognize that all people are different, and true equality consists of the right and opportunity for everyone to develop and realize their full potential in life.

Keywords: pedagogical team, pedagogical conditions, education, functions of pedagogical team, management, management principles.

INTRODUCTION

The pace and level of development of modern social, pedagogical and other systems, a highly competitive environment, certain educational standards encourage us to look for innovative, sometimes traditional, but effective in this situation, opportunities to transition the system to a new quality. Consequently, sooner or later the problem arises of finding the most effective factors, conditions, “triggering” mechanisms that facilitate the transition of the system to another, effectively developed state. The modern social environment can be characterized by the following conditions: globalization - global trends prevail over local trends; glocalization – balanced impact of local and global trends; fragmentation – a weak influence of local and global components; localization - spread of local characteristics [1]. As long as any socio-cultural system exists and works, according to the principle of immanent generation of consequences, consequences that are not only the result of external factors, but also the result of the existence and operation of the system, constantly arise. In this lies the idea of the potential of the environment (including the educational environment) and its role in the emergence, support and development of various processes [2]. Pedagogical management refers to the management of teaching and learning, and its key areas include curriculum work, teaching staff’s competence and its development, teaching and learning resources, as well as support and promotion of students’ learning.

RESEARCH METHODS

Systematic analysis, interdisciplinary comparative analysis, pedagogical description, classification, comparison, and functional-organizational analysis methods were used to cover the selected topic.

LITERATURE REVIEW

Any system works and develops successfully under certain conditions (Y.K.Babansky, Yu.A.Konarzhhevsky, N.V.Kuzmina, etc.). Consequently, any flow of processes (social, biological, pedagogical, etc.) can be most effective in participating in the creation of special conditions. Conditions are events that are necessary for the occurrence of a certain event, but do not cause it by themselves. The mode of action of this cause and the nature of the effect depend on the nature of the conditions. By changing the conditions, it is possible to change both the mode of action of the cause and the nature of the effect.

In the philosophical encyclopedic dictionary, the concept of “condition” is interpreted as follows: 1) as the environment in which they live and cannot exist without them; 2) as an environment in which something happens [3].

According to E.Durkheim, the social environment forms a number of conditions. In this context, the most important aspect of the social environment is the system of regulatory rules. The elements that cannot be controlled by each individual actor and cannot be changed can be called “conditions” [4].

RESEARCH AND DISCUSSION

Determinism represents the idea of a causal relationship between reality and events, a kind of universal conditionality problem. In the methodology of the philosophical views of the theory of determinism, cause-effect relationships are considered: cause - conditions - consequences. Conditions are a necessary component link in the logical chain of relations. Circumstances independent of the cause of the event contribute to the emergence of consequences. How a cause acts and how it affects depends on the nature of the conditions under which the action of this cause is carried out. Purposeful activity of the subject is necessary to complete the logical chain of causal relations. The conditions and purposeful activity of the subject allow us to consider the cause as the goal of obtaining the planned consequence. In the pedagogical process, the goal of the educational process is considered as the reason for creating conditions for obtaining an effective result. Conditions are related to the conscious activity of the subject to change reality and reflect the features of this activity in the features of purposefulness, purposefulness, and goal achievement. This situation is the initial basis for determining three types of conditions for activity:

- Conditions - necessary conditions - this knowledge is the preliminary conditions for the purposeful activity of the subject;
- Conditions - situation - conditions necessary for the implementation of the targeted activity;
- Conditions - requirements are norms and criteria that the results of the subject's activity must meet.

These prerequisites affect the process of the target activity of the subject of the educational environment. In pedagogy, conditions are often understood as a set of factors, circumstances, and measures on which the effectiveness of the pedagogical system depends. A.S. Belkin, L.P. Kachalova, E.V. Korotaeva, L.M. Yakovleva pedagogical conditions as a pedagogically favorable environment, a set of measures in the educational process, contributing to the successful flow of the process that ensures the development of students in the process of educational and cognitive activity considered something to add [5].

Under the pedagogical condition N.M. Boritko understands the external situation, which is consciously built by the teacher, with a view to achieving a certain result, which has a significant impact on the course of the pedagogical process to one degree or another [6]. According to V.I. Andreev, pedagogical conditions are the result of “purposeful selection, design and application of content elements, methods, as well as organizational forms of learning to achieve goals” [7].

According to S.A. Dinina, one of the main pedagogical conditions is the characteristics of the subject of pedagogical activity, which depends on the level of development and characteristics of the interaction between the teacher, the pedagogical team and the head of the educational institution. When designing optimal conditions for a pedagogical environment focused on development (including the development of the student), it seems appropriate to rely on the position that development continues under the influence of threefold determination: development environment, activity requirements and moral values [8].

The activity of purposeful management of pedagogical teams in general secondary schools requires certain pedagogical conditions and environment. According to A. V. Mudrik, the environment creates needs, needs form values in the form of specific goals, desires, interests, ideals, life plans. A triad is triggered: consciousness - motivation, motivation - decision, decision - action - the action of a person in the environment can change him, but the subject of action also changes. Didactic, communicative and axiological, three sub-systems can be distinguished in the educational process [9].

Internal and external factors influence the effectiveness of purposeful management of the pedagogical team of schools from the point of view of its social object. An optimal combination of internal and external conditions can be important for intra-environmental, interpersonal development processes. The discrepancy between the external and internal conditions of the existence of a social object is a manifestation of an unbalanced, inorganic state. In this case, two scenarios: environmental conditions remain necessary, but not sufficient to "launch" some planned changes of the management entity and may conflict with internal conditions; internal conditions are insufficient compared to external conditions, which leads to stagnation of development processes. R.Kh.Djuraev and S.T.Turgunov today based on the features that describe the integrative qualities of the management functions of school leaders: adaptation of school management to internal and external changes, corporate use of leadership styles, mastering and application of the principles of educational management, directing management to the development and improvement of school activities argue that it shows the determination [10].

In world practice, management functions as a science, art, and activity to mobilize intellectual, material, and financial resources for the effective and efficient operation of an organization. The famous pedagogue scientist K.M.Ushakov about management and administration “It seems that at that time we made a wrong translation and therefore we understood the key word in the management of Russian education to be simply administration” [11]. In fact, there is no adequate translation of this term, which is often used in Russian today, and what is not in the language is not in the brain and in the activity, respectively. In fact, even in Uzbekistan, there is no adequate translation of the concept of “management”, which is often used in our speech. Therefore, we use the term management in its proper place, its correct application in school

management should be the basis of research. One of the leading specialists in the field of management, Professor Ishak Adizes of Columbia University, also mentioned this in his speech on the peculiarities of the Russian leadership style.

One of the key aspects of management is recognizing the role and importance of other people. Good managers know that the organization can achieve absolutely nothing without the participation of its employees. Mary Parker Follett describes this process as “we practice the art of getting things done by other people”. Peter Drucker, a well-known management theorist, states that managers determine the direction of their organizations, assume leadership roles, and make decisions about using available organizational resources to achieve their goals. Ensuring that work is carried out by other people using available resources and leadership is the main task of every manager, not only senior managers, but also heads of security services, heads of accounting departments, marketing directors, etc. In addition, there is a widespread point of view, according to which management is considered as a universal type of human activity, because goal-oriented management of the use of resources and the pursuit of high productivity are carried out in any commercial and non-commercial organizations. Thus, the essence of the considered concept: Management is the efficient and effective achievement of organizational goals by planning, organizing, managing, and controlling organizational resources.

There are two important points in this definition:

1. The main functions of management, namely planning, organization, leadership and control;
2. Effective and productive achievement of organizational goals.

The performance of basic management functions involves the use of various skills and abilities by managers (some of them are conceptual, human and technical). Some researchers distinguish other functions of management, namely recruitment, communication and decision making.

In management, it is possible to indicate two related directions, which are business-economic, called organizational-technical, and related to people management, and psychological-pedagogical aimed at organizing the team to achieve the final goal. In education, management or pedagogical management is defined as “focusing on the process of making the most important decisions in an educational institution”. The main idea of pedagogical management is based on the decentralization of management in the educational system - in its context, the teacher should have the right to participate in the development and adoption of the most important decisions for the institution.

In educational theory, the goal acts as a foundation or system-forming element in the construction of educational systems. The purpose, the purposeful procedure, along with the initial state of the pedagogical education system, serves as the basis for the implementation of the program-goal principle. The fundamentals of the management system define a specific management strategy and tactics. The goal and strategy are expressed together in concrete measures - activities and stages - in the educational system development program. In this sense, the development program is an organizational form of expressing the programmatic principle of pedagogical education management. The main concepts of goal-oriented management are goals and programs. “The goal is the expected, desired state of the system, which necessarily implies the achievement of a predetermined result” [12].

Commenting on this definition, V.G. Afanasev cites several conditions for the goal: accuracy, reality, controllability. Because the target is complex, it determines the parts that affect the preparation of target programs.

In education, the management goal may additionally be mediated by the goals (and possibly objects) of the management subjects. This feature of the goals of educational management is related to the influence of the “human factor” on all aspects of management. In the theory of educational management, the goal is described in terms of a systematic approach. The leading feature of the goal is its systematic nature. The elements of this system are purpose-built. They can be divided into the following components: goals aimed at taking into account the needs and interests of society; goals of individual participants of education; The goals, which represent the promotion of the development of appropriateness among the participants of the study, are, in particular, the acquisition of the needs and abilities to achieve the interrelated unity of the first two components [13].

The goals of each group or team are vague components of a system of known goals. Uncertainties are due to a number of reasons. First, there is great uncertainty in the impact of external factors on the education system. Second, there is some ambiguity in the relationship between educators. Third, each pedagogue in a team is unique and unpredictable in their behavior and goal setting. The goals of educational management have the characteristics of compliance with the initial state of the educational system; decomposition and integrability; uncertainty and certainty; hierarchy, structurality; concreteness and temporal accuracy; reality or consequentiality; management ability [14]. In purposeful management of the pedagogical team, the goal is related to the development of the general secondary school development strategy. The learning management strategy defines general approaches to the development and implementation of control activities. For management entities, the general secondary school management strategy is a general guide, on the basis of which they create control actions. The management strategy of an educational institution usually represents the means of influencing the processes in the field of education. “Educational management tactics are ‘sub-strategies’ used by individual entities to achieve certain management results” [15].

If the strategy defines the main directions and prospects for targeted management, then tactics means the measures to achieve the intended prospects and goals. The strategy in management theory is reflected in the main directions of educational development. This is expressed by the state policy in the field of education, social order, regional characteristics. The strategy may change depending on the educational system, the conditions and situation in the society. It requires conceptual approaches to the implementation of educational management in the strategy of changing the educational space in the general secondary school. The educational management strategy will have its own characteristics depending on the management level and subjects.

In order to increase the effectiveness of the pedagogical process in the general secondary school, the purposeful management of the pedagogical team should be implemented together with the entire management system of pedagogical education and, most importantly, the management of the general secondary school. Purposefull scientific management of the pedagogical team of general secondary school cannot be carried out without taking into account not only objective, but also subjective factors affecting 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 general secondary school team, that is, there are specific characteristics of the contingent of students and teachers. Subjective conditions include the level of education and qualification of teachers and leaders and, taking into account this level, the moral and psychological climate in the team and its uniqueness, the level of the pedagogical process, as well as, most importantly, the organization of methodological work. It should also include the individual characteristics of the students and the educational opportunities of the teaching team.

CONCLUSION

The educational process as a socio-psychological phenomenon is built, implemented and developed in a clearly defined society, which has its own basis. Social space is a set of social relations that occur every day in front of a person or with his participation in the form of words, actions, actions of people or certain norms, moral rules, etc.

Social space affects a person through the community, and through it he enters the society and forms a part of the society. The modern development of socio-pedagogical knowledge confirms the importance of the immediate environment, the capabilities of the primary community in the formation of a person. A team is a group of people who share common goals and joint activities organized to achieve them, having social and personal values. Such characteristics of the community as trust in traditions and the future, mutual support, atmosphere of trust and demand, criticism and self-criticism, conscious discipline, etc. are also very important for the community. A highly developed team has three educational functions: organizational (the team is the subject of managing its socially beneficial activities); education (the community is the carrier and promoter of certain beliefs); motivation (forms morally valuable incentives for all socially beneficial activities, relationships that regulate the behavior of its members, their behavior).

Another part of the pedagogical potential of the team is the positive formative effect on the individual after forming a real team, properly organized and living a coherent, meaningful life. Such a team is called a teaching team. The influence of the team on its members can also be purposeful, personal, collective, amateur management bodies colleagues and the leader can be an initiative reaction in the form of collective approval, encouragement, setting an example or, on the contrary, condemnation, criticism, requests for correction, etc. In pedagogy, different approaches have been developed to develop a system of working with different communities, including students, teachers, industry, and others. The following recommendations are common in them.

Creation of common activities towards achieving the goal is improved and accelerated by the initial support of the leader in the team. The most active members of the team are entrusted by the leader with certain areas of work in the team, which creates a system of self-management by the team. A democratic structure and self-management is created in the community in the form of a number of community groups, commissions, clubs, departments. Currently, democratic methods of public opinion and mood research, microgroups, and leaders are increasingly used, and their information is taken into account to improve teamwork.

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