

INCREASING THE EFFICIENCY OF ADMINISTRATIVE ACTIVITY OF SPECIALIZED SCHOOL HEADS

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Abstract

This article focuses on increasing the effectiveness of management activities of specialized school leaders and The school pedagogic council gave detailed information about self-management of the team and implementation of it in accordance with the school regulations approved by the direct supervisor, and how to form a team uniting pedagogic staff.

Keywords: leader, management, pedagogue, self-management, team, unity, cooperation, development, improvement, knowledge, training, skills , efficiency.

INTRODUCTION

Leadership and management of the specialized school is carried out in accordance with the Constitution of the Republic of Uzbekistan and the Laws of the Republic of Uzbekistan on Public Education.

Management of the specialized school on the basis of the state community, the principles of nationalism, openness, and self-management are managed taking into account the characteristics of the region. The school team, which unites students and school staff, performs its task in close cooperation with parents, neighborhood committees, and the general public[14].

is carried out by the school board of pedagogues in accordance with the school regulations approved by the team self-management and direct supervisor.

The specialized school conference is the main link of the school's self-management . Between conferences, the school board is the supreme body.

DISCUSSION AND DISCUSSION

educational process of the specialized school and its current activities are managed by the director specified in the school charter.

and improve the educational process, to develop the professional skills and creativity of teachers and educators, a school board of pedagogues and a team uniting pedagogic staff will be formed[15].

The chairman of the Pedagogical Council is elected by the team of pedagogic employees. Its working procedure is defined in the School Regulations.

operate in school based on their Regulations and in accordance with current legislation[10].



the team of teachers, school management and public organizations of children, teenagers and youth is built on the basis of mutual respect, trust, administrative and cooperation[16].

It should be noted that, on the basis of the above-mentioned rules, guidelines and requirements, proper management of the school on a scientific basis is a method organized by the specialization of school leaders and school teachers. It largely depends on the extent to which leaders of associations, heads of school councils and conferences, teachers and class leaders have mastered the theoretical and pedagogical foundations of school management, advanced pedagogical experiences in management.

A specialized school is an educational institution. Its leaders are entrusted with the task of teaching and educating the young generation, managing the process of forming a human personality in the spirit of the ideas of the current era.

In society, each economic system and production center is a unit of two systems: the controlled and the controlling system. For example, in the enterprise system, the entire management apparatus of the factory department headed by the director is included in the management system[9].

The organization of the internal management system of the specialized school is based on these rules. If we look at it from this point of view, the internal management system of the school has both managing (school administration, trade union organizations) and controlled systems. For example, in the internal management system of the school, the headmaster, his deputies for educational, educational and economic affairs are included in the managed system.

divided into a number of control sources. They include:

1. Works related to the educational material and technical base of the specialized school[17];
2. Providing the specialized school with teachers and educators and technical staff, placing them in the right place and working with them;
3. Implementation of primary, incomplete secondary and secondary general education in the activities of the specialized school team;
4. Educational activities of the specialized school (for grades 1-11);
5. Educational activities outside the classroom and school;
6. Methodological works of the specialized school;
7. Class leaders;
8. Work with students of specialized schools;
9. Specialized school library works;
10. Work of parents' committee;
11. Providing students with hot food and tea;
12. Work on the organization of medical services for students;
13. Financial and economic affairs of the specialized school;



14. Collaborative work of a specialized school. This cooperation includes the following:
 - a) Cooperation of the specialized school with parents and the public;
 - b) cooperation with medical and trade organizations;
 - v) cooperation with parent and base enterprises;
 - g) cooperation with book trade organizations;
 - d) cooperation with district or intercity educational and industrial complexes;
 - y) cooperation with secondary vocational and technical educational institutions and academic lyceums;
 - j) cooperation with non-school children's institutions;
 - z) works in cooperation with construction repair organizations, etc.
15. Specialized school record keeping;
16. Training of teaching staff;
17. Pedagogical campaign work of the specialized school and so on.

An important condition for proper management and management of these funds based on current requirements is scientific planning of school work, proper distribution of work between leaders, work between school administration and public organizations[18]. It also consists of determining the purpose, integrating leadership and control in management, and finding effective methods and forms of management[13].

Managing a specialized school is a creative process and an art in itself. This pedagogic process is reflected in the different work methods of school leaders. These methods allow each leader to learn theoretically and practically the current issues of school science, to study advanced pedagogical experiences in the field of school education, and the opinion of influential people in this field (employees of public education bodies, school teachers and educators) on school management. and requires the study of opinions and the creative use of these opinions and opinions in the process of managing school work. This, in turn, is of great importance in managing school work and further improving the leadership style[12].

When the head of each specialized school makes a decision on one or another issue of educational work, organizes its implementation, supervises the work of subordinates (teachers, class leaders, tutors, etc.) sees But each manager works in this in his own way, with different effective methods that determine the management process, which is unique to him. It should be emphasized that no two people are exactly the same, and no two leadership styles are exactly the same. The style of leadership consists in the direct communication of leaders with their subordinates, in their mutual relations. The style of leadership is characterized by beliefs such as democracy, community, high responsibility and political consciousness, initiative[11].

The style is formed by the totality of social relations in the group, but the style mainly depends on the leader. The same leader realizes the interdependence of educational and economic activities of the school. Success in his work is determined by many factors.



Every leader is an educator. He should fully have a sense of high responsibility for educating the pedagogical team . The leader should be able to influence the personality of his subordinates with such a pedagogical culture that, as a result of this influence, the consciousness of each member of the team of pedagogues of this school will be formed, he will have a creative approach to pedagogical work, and actively participate in social life . please _ The ability of a specialized school director to understand the opinions of his subordinates, representatives of public organizations in the school and quickly draw correct conclusions is important for the proper organization of management work. Educational and economic issues of the specialized school should be discussed in the council, every member of the team of school pedagogues should take the initiative in implementing the adopted decisions. It is appropriate to evaluate the work of the leader in school management , not by the time spent on decision-making, but by taking into account the final result of his activity[8].

The head of a specialized school is responsible for the development of friendly cooperation and mutual support in the team of pedagogues. Having a good social and psychological environment and situation in the school community depends to a large extent on the relationship between the leader and teachers and educators. Only if there is a strong discipline , it is possible to create a normal pedagogical work situation and correct mutual relations in the team. Strong pedagogical discipline is achieved through the demandingness of the school leader, the development of criticism and self-criticism, and transparency.

who correctly understand the essence of this issue in the management system of the specialized school, apply the method of leadership to the educational work of the school and achieve good results in this regard.

When the leader makes a superficial assessment of the pedagogical work of a teacher or educator, the interest in work decreases. Therefore, it is important for the head of the school to record every achievement of the teacher or educator in the field of education, the initiative and dexterity that he has shown or is showing, in one way or another. Every school leader should never forget this part of working with employees. Because one of the important conditions for the further improvement of educational work of the school is to give a correct assessment of the work of teaching staff and to encourage them[7].

and ethics) determined by relevant criteria . The legal criteria are reflected in the legislation on public education and state legal and regulatory acts, the legal basis of public education, and the Charter of secondary general education schools. General requirements for management personnel are stated in them. Ethics (the science of morality) develops moral criteria and rules of everyday conduct. In the management of school work, full compliance with ethical criteria is of great importance, because these criteria determine the criteria of law and , together with it, determine the way of behavior of the leader.



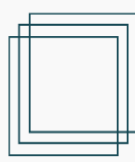
Heads of specialized schools must fully comply with these criteria. They rely on ethical criteria such as humanism, kindness, and mutual assistance in their leadership work. At the same time, the social status of the head of the school determines his specific ethics. For example, the head of the school should never give false information (disguise) to the higher levels, violate the statistical reporting criteria. In the culture of management, the word is of particular importance. Whether you made a promise or an event, fulfill it in the specified time. Fair and equal treatment of subordinates, proper evaluation of their educational work, timely praise and encouragement for their success is one of the important conditions of management culture[6].

The culture of management is the organization of management work based on a plan designed on a scientific basis, with a specific goal in mind, ensuring unity of words and practical work, paying attention to the needs of the school team, students and parents, and to be in a relationship with interests, not to touch any of them with pride, not to engage in showmanship, to introduce a high level of discipline in relation to work, to maintain a high level of pedagogical culture in the process of management, to be demanding of the leader himself and his subordinates to be, not to put one's personal interest above the interest of the state and the community, and the like.

It should be emphasized that the interaction between school leaders and their subordinates - teachers, educators and technical staff of the school is based on a high level of awareness of their own values, ruthlessness towards the violation of society's interests, public and o "Friendly mutual help, humane relations and mutual respect between people, friends, comrades and brothers to each other, honesty and truthfulness in social and private life, moral purity, modesty and modesty, against injustice, includes moral principles such as being intolerant of greed, dishonesty, and greed.

The culture of public events - political, scientific-methodical conferences, methodical councils, seminars, pedagogical readings, meetings, etc. in the framework of the school - is of great pedagogical importance among the team of pedagogues of the specialized school. The peculiarity of such events is that thanks to these events, it is possible to exchange full and comprehensive information and experience on the discussed issues in a relatively short time. In addition, these events are considered one of the most effective forms of ideological and educational work in the activity of the pedagogical team. Undoubtedly, such activities have a positive effect on the further improvement of educational work at the school[5].

Improving management culture means paying attention to all its areas. This provides an opportunity to increase the efficiency of management, establish the work of the management apparatus (work of the school administration) clearly and thoroughly, and further strengthen the work discipline of the team of pedagogues. That is why it is necessary to properly organize the leadership style and culture in the school work management system and improve it regularly.



Types of specialized school work plan and its principles.

There are conditionally accepted work plans for general education schools. They are the following plans:

Work plan of a specialized school for a specific period (one or two five-year period). This is called the school's future work plan.

This work plan is drawn up on the basis of national economic plan-indicators of the general school. The development of the school for a certain period (educational material and technical base, school construction, number of classes, number of students and teachers, number of school graduates, number of classrooms, etc.) is shown on the basis of various numbers .

The work plan of a specialized school for one academic year is drawn up based on the types of school work. We will discuss the content and content of this work plan of the specialized school later.

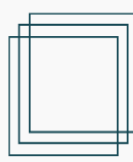
The current work plan of the specialized school. This plan is developed on the basis of the school's work plan for one academic year. This plan includes:

- work plans of the school director and his deputies for one academic year;
- work plans of methodical associations organized by subjects at the school;
- work plans of class leaders;
- work plans of science circles and extended day group leaders;
- work plan of the school library;
- work plan of the school workshop;
- work plan of school parents' committee;
- work plan of the school doctor and nurse;

plans such as calendars and daily lesson plans for each elementary and science teacher.

It should be emphasized that the work does not end with the correct preparation of the plan. The success of the work largely depends on how and in what form this plan is implemented, and the skill of implementing the measures specified in it. In the implementation of the school plan, the following are of great pedagogical importance:

- 1) establishing strong relations with higher education organizations, departments of public education and various institutions close to the school;
- 2) the involvement of knowledgeable, honest, business-minded and good administrative staff in the work of management and leadership;
- 3) proper organization of work distribution among employees;
- 4) from the head of the staff to the lowest executor, draw up a personal (current) work plan arising from the general plan and work on this basis;
- 5) that the leader has established effective and continuous control over the implementation of school work plans[4].



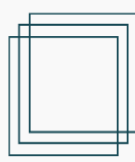
It should be noted that the results of the study of the report and information prepared by the Ministry of Public Education of the Republic of Uzbekistan on the results of the inspection of the activities of the schools and the work plans drawn up in the schools of the republic (especially for one school year) Studying the content and content of the plans) shows that there are still serious shortcomings in this area. The work plans of a number of schools are drawn up on the basis of orders. In this case, the approval of the director's work by the supervising organizations has become an important criterion. In some schools, events are just named, events are extremely planned . Most of them remained on paper. The issue of internal control of the school has not found its place in the work plan of the school.

Summary

In conclusion, it should be said that the work plans of specialized schools include seminars on various topics aimed at improving educational and educational work with students, improving the qualifications of employees, strengthening the educational and material base of the school, and current issues of educational and educational work. it is desirable to hold conferences, organize pedagogical studies of school teachers.

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