

METHODOLOGY FOR IMPROVING THE ACTIVITY OF PRIMARY CLASS SUPERVISORS

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Abstract

The article analyzes the current issues of the methodology of improving the activities of elementary school leaders and presents recommendations on the problem.

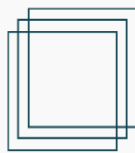
Keywords: primary education, class leader, basis of activity, need for improvement, approach and methodology, effect and result.

Introduction

Organization of primary education and its proper management are also important in the implementation of the tasks of achieving quality indicators in primary education defined in the "Uzbekistan-2030" strategy [1]. In this regard, primary school leaders are the main management link in the organization of primary education, its management and the achievement of operational efficiency. Noting that the analysis of these issues is relevant, here we draw your attention to the analysis of the main issues of the problem.

Improving the tasks of class leaders. Today, the activity of class leaders of the elementary education stage of general secondary schools of our country is approved by the Ministry of Preschool and School Education of the Republic of Uzbekistan by Order No. 41 of February 22, 2021 "General Secondary is being regulated on the basis of the Regulation on the organization of activities of a single class leader from the 5th grade in educational institutions[2]. In this, it is determined that teachers of the primary class in grades 1-4 and one upper grade teacher from the 5th to the 11th grade will act as the head of the class. It is worth noting that this approach is based on the characteristics of primary and high school students.

The main tasks and functions of primary school leaders are broadly defined in the regulation. By "broad" we mean that the scope of tasks is extremely broad, and as a result, there are repetitions, returns, and unclear assignments in tasks. At the same time, the term "function" is used in the sense of "doing things". However, it is appropriate to mention that the term "task" itself includes the meanings of defining tasks and their implementation. For this reason, it is appropriate to name the 2nd chapter of this document as "tasks of the class leaders" and specify the scope of specific tasks.



The rights and obligations of elementary school leaders are also reasonably specified in the regulation. At the same time, there is also a repetition of rights in the "obligation" clause. Therefore, it is appropriate to revise and improve Chapter 3 of the Regulation.

It should be noted that in Chapter 4 of this document, it is necessary to emphasize that the teachers appointed to lead the primary class must meet the following criteria:

- a) has at least 3 years of teaching experience;
- b) working full-time in the main state of the school;
- c) exemplary in manners and behavior;
- g) mentally stable;
- d) is responsible in the process of working with students.

According to our approach, today's primary school teachers fully meet these criteria. Therefore, it is important to take these criteria for granted.

Chapter 4 of this document specifies the following procedure: "a teacher who teaches basic subjects (reading literacy, mother tongue, mathematics) in the primary grade can be appointed as the head of the class." This criterion indicates the appointment of teachers of basic subjects as class leaders. It is worth mentioning that the teachers of basic subjects meet the pedagogical, psychological and methodological requirements. Also, it is determined that the teachers of Physical Education, Technology, Foreign Language, Informatics and Information Technologies, who are taught as students in this place, will not be appointed as class leaders. In this sense, it is recommended to appoint teachers who communicate directly with all students in the class.

If attention is paid, it will be appropriate to improve the tasks of primary school leaders and clarify the mechanisms of their appointment and release. In this regard, we think it would be appropriate to do the following:

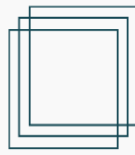
- 1) the task of organizing and controlling the education and upbringing process of the head of the elementary school;
- 2) the task of the head of the elementary school to work with students;
- 3) the task of the head of the elementary school to work with parents and community representatives.

In this way, it would be appropriate to define the tasks and the basis of activity of the leaders of the elementary school. Because on such an orderly basis, setting tasks will be rich in clear instructions, and repetition of tasks will not be allowed.

Supporting the activities of elementary school leaders. Heads of primary classes are the main person who implements the management of the teaching and upbringing process in primary education. However, today, due to the fact that the educational loads of primary school leaders are relatively high, there is a lack of time in their management activities. In this sense, it is appropriate to regulate their activities, to clearly define the time regime and to optimize the training load with the means of support of primary school leaders. According to our approach, to support the effectiveness of elementary school leaders, implementation of the following will have the expected effect:

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- 1) organization of the Class Fund, which is financed legally, that is, on the basis of voluntary sponsorship, grants and school revenues;
- 2) to create suitable working conditions for class leaders, that is, to provide special rooms, equipment, the most modern educational and technical tools, and to regularly expand the scope of support for their effective work;
- 3) to evaluate the performance indicators of the class leaders, that is, to evaluate the performance indicators of the primary class leaders every quarter and to establish a system of motivating the class leaders based on their results.

This approach allows for systematic support of the activities of elementary school leaders. At this point, it should be noted that at the initiative of the President of the Republic of Uzbekistan, starting from the 2023-2024 academic year, young teachers began to work as trainee teachers. Designating these intern-teachers as assistants to the heads of primary classes will have the expected effect. This will increase the efficiency and time factor of class leaders, and trainee teachers will get to know the practice of class leadership directly. As a result, the process of organizing and managing primary education will be improved, and the range of indicators for achieving the quality of education will expand.

If attention is paid, it is possible to expand the range of opportunities of primary education as a result of supporting the activities of primary school leaders. Therefore, it is appropriate to study this issue and develop its mechanisms.

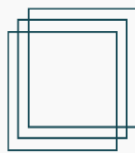
In addition, one of the practical mechanisms is that the future elementary school teachers work directly with the leaders of the elementary school during the weekly pedagogical practice. This will expand the organizational capabilities of class leaders, and future primary school teachers will develop class leadership skills. It would be appropriate to develop the mechanisms of this issue and include it in the weekly practice program.

Providing regular methodical recommendations to primary school leaders. Today, the reforms implemented in the process of primary education, the new demands placed on this stage of education and the conditions of the innovative society require that the leaders of the primary classes regularly have new information and information. For this reason, it is appropriate to regularly give methodical recommendations to the heads of primary classes, and this work is coordinated by the National Research Institute of Professional Development of Teachers and Training in New Methodologies named after Abdulla Avloni.

Regular methodical recommendations to the heads of primary classes will have the expected effect in the following directions:

- 1) educational methodical recommendations;
- 2) educational methodological recommendations;
- 3) methodical recommendations on methodological support.

When giving educational methodical recommendations to the heads of primary classes, it is necessary to pay special attention to providing information on the curriculum,



programs, textbooks and innovations in the teacher's book in each academic year. Because the implementation of regularly updated normative documents of primary education is directly controlled by class leaders. For this, it is appropriate to provide them with completely updated educational methodical recommendations at the beginning of each academic year, and it is necessary to provide instructions on how to use the school hours. As a result, primary school leaders have new information on specific normative documents of each academic year, requirements in the education and training process, and the basics of achieving the effectiveness of primary education. will happen.

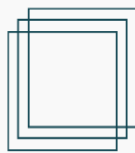
It is appropriate to base on a special approach when presenting educational methodical recommendations to primary school leaders. In this case, it would be appropriate to focus on educational work with students, cooperation with teachers on education, and presentation of tools, methods and technologies for working with parents on education. Because the requirements and approaches to the educational process are updated every academic year. Under the conditions of such reforms, primary school leaders should be provided with clear methodical recommendations on educational work. This work should be organized and coordinated by the Education Center of the Ministry of Preschool and School Education of the Republic of Uzbekistan.

It is also important to provide elementary school leaders with methodological support based on methodological recommendations. According to it, in which quarter the heads of the primary class should submit reports on what issues, the indicators of the reports, which current directions will be stopped from execution as a result of the submission of reports, and which directions will be given the main attention. it would be appropriate to give specific methodical recommendations. This will regulate the time regime of class leaders and prevent repetition of educational activities. When making recommendations on methodological support for primary school leaders, improvement of programs in educational and technical tools will also provide the expected effect. Because it is worth mentioning that computer programs are becoming morally obsolete in most general secondary schools. In this sense, it is important to provide methodical support for the activities of primary school leaders.

If attention is paid, the efficiency of their activity can be achieved by providing regular methodical recommendations for elementary school leaders.

When the time comes, it should be noted that the methodology for improving the activities of elementary school leaders presented by us is directed to the development of optimal mechanisms based on new requirements and approaches. In this sense, it should be mentioned that in the process of higher pedagogical education, it is important to regularly carry out scientific and methodical developments on the basis of the activity of elementary school leaders and the problems of new approaches to it [3].

Thus, it is necessary to develop a methodology for improving the activities of primary school leaders. In this methodology, it is appropriate to express the tasks of primary



school leaders, the basis of supporting their activities, and the mechanisms of providing regular methodological support for them.

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