

MECHANISMS FOR EFFECTIVE MANAGEMENT OF THE TEACHING STAFF IN IMPROVING THE QUALITY OF EDUCATION

SCHOLASTICO-2021

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Abstract.

The idea of quality and quality management of education is one of the most relevant at the present stage of development for the Uzbek school. Improving the quality of education in secondary schools is, first of all, the correct formation of the teaching staff of the school, the definition of specific goals and objectives for the teaching staff and monitoring their implementation. The positive component of this approach is that during its implementation, both the continuity of the Uzbek traditions of education is preserved, and the set of positions that best meet the modern needs of society and standards is expanded. The quality of education is understood as its compliance with the existing requirements, norms and standards, the needs of society and production. In the course of the study, a complex of theoretical and empirical methods was used: analysis of scientific literature, generalization, systematization, modeling, observation, study of pedagogical experience, pedagogical expertise.

Key words:

Teaching staff, quality, quality management of education, general quality, total quality management, quality of education, education quality management system, consumer, team, monitoring.

Introduction.

Implementation of education management in the practice of modern educational institutions, implementation of adequate management in the context of moving away from uniformity, provides the population with changing educational services and developing education, liberalization of education and stems from the need to participate in innovative processes. The management process of any pedagogical system involves goal-setting and planning (decision making). The improvement of goal-setting and planning of management work is dictated by the need for constant development, movement of the pedagogical system. The goal of management activity is the beginning, which determines the general direction, content, forms and methods of work. When determining the "tree" of management goals, it is necessary to present a general, or, as they say, "general" goal to be presented in the form of a number of specific private goals, that is, to decompose the general goal. Thus, the achievement of a general, general goal is carried out through the fulfillment of its constituent goals. Implementation of the planning function in a single management cycle increases the efficiency of the school [1].

The effectiveness of management activities is largely determined by how the school leaders master the method of pedagogical analysis, how deeply they can investigate the established facts, and identify the most characteristic dependencies. An untimely or unprofessional analysis in the activities of the school administration leads, at the stage of developing goals and forming tasks, to ambiguity, vagueness, and sometimes to groundlessness of decisions [2]. Ignorance of the true state of affairs in the pedagogical or student collective creates difficulties in establishing the correct system of relationships in the process of regulating and adjusting the pedagogical process. The main purpose of pedagogical analysis as a

management function is to study the state and development trends of the pedagogical process, in an objective assessment of its results, with the subsequent development on this basis of recommendations for streamlining the controlled system. This function is one of the most labor-intensive in the structure of the management cycle, since the analysis involves the allocation of parts in the studied object into a single whole, the establishment of links between system-forming factors.

Quality management in a general education institution affects all its constituent structures: target, functional, technological, organizational, informational, normative and criterial. In a school environment, education quality management can follow two sides: quality management of the educational process and management of its development. The overall goal of quality management at school is to achieve a higher quality of teaching staff, curricula and programs, the quality of teaching, teaching methods, pedagogical control. To do this, it is necessary to have reliable and informative quality indicators, peer review mechanisms, a quality monitoring system, rating scales and standards.

A special document can be developed at the school in accordance with the existing development priorities and the readiness of the administration and the teaching staff to strive to meet the needs of consumers of educational services as a priority area of their work. The objectives of this document are formulated based on the desire:

- to increase consumer satisfaction with the educational services provided,
- to give the implemented educational programs a greater social orientation,
- to increase the competitiveness of the school in the educational services market of the region.

Effective work of staff is the most important condition for the success of educational institutions, which is determined by the specifics of pedagogical work and the state of the organization [3]. Human resources are the main potential of an educational institution and activities for its development are one of the leading tasks of management, since:

- teachers create a microclimate that directly and indirectly contributes to the full development of the child,
- the unity of efforts of the teaching staff, combined with the activity of children, ultimately lead to the achievement of the key goals of education.

The school must formulate the basic principles of personnel policy and ensure that they are strictly followed.

The activities of the heads of educational institutions related to the management of the teaching staff are today becoming the subject of numerous discussions. The study of this topic from the standpoint of psychological support has been carried out relatively recently. In modern domestic educational psychology and management psychology, there is an objective need to study this definition in the context of the transition to market relations of the mentality of both the younger generation and many pedagogical workers, especially young ones, have a changed approach to the system of school teaching and upbringing [1].

It is not enough just to build the organizational structure of an educational organization; it is necessary to ensure the effectiveness of joint activities of people. To do this, it is necessary, firstly, that the performers understand well what results and when are expected of them, secondly, that they are interested in receiving them, thirdly, that they feel satisfaction from their work, fourthly, that socially- the psychological climate in the team was favorable for productive work. The totality of actions taken by the subject of management to ensure all these conditions is called leadership [4].

Tasks in implementing the leadership function:

- 1) selection, placement and evaluation of personnel, setting tasks for performers;
- 2) analysis and regulation of the socio-psychological climate in the team;
- 3) stimulation of the productive activity of subordinates and their self-development;
- 4) creating conditions for the professional growth of subordinates.

The peculiarity of intraschool control is its evaluative function of focusing on the teacher's personality. If the teacher is young, then this affects his professional development; if it is a teacher with experience - on strengthening or weakening his professional position and authority in school. Therefore, in the implementation of control, the professionalism and competence of the inspector is so important. The person performing the controlling function must be a person. Its task is not to "catch" and whip up fear, but to objectively assess the state of affairs, provide methodological assistance, support, and stimulate pedagogical

activity. The existing practice of intra-school control is not without some drawbacks. Firstly, this is the absence of a control system, when there is no distribution of objects of control among the director and his deputies, when control is organized in the name of reporting and recruiting the number of lessons or classes attended. Secondly, this is the formalism in the organization of control, when there is no clearly defined purpose of the control, there are no objective evaluation criteria or are not used. Third, the one-sidedness of intraschool control, understood as the control of one side, one direction of the pedagogical process. For example, only the educational process is controlled, or only the lessons of the Russian language and mathematics, etc. Fourth, only officials participate in the control, without the involvement of experienced teachers, methodologists, or, conversely, a small participation of representatives of the administration.

Management of the teaching staff ensures the achievement of the goals of improving the quality of education and includes:

- setting clear goals for educational purposes
- creation of conditions conducive to self-realization of teachers and their satisfaction with their work;
- effective use of professional skills and capabilities of teachers;
- creating and maintaining a favorable moral and psychological climate;
- meeting the professional needs of teaching staff;
- evaluation of results.

Each teacher is a unique and inimitable person, in this regard a manager can hardly expect that the application of the same approach, the same management actions and techniques to different employees will be equally effective. At the same time, it should be taken into account that, from the point of view of psychologists, the behavior of an employee manifests itself not only rational, but also intuitive-emotional qualities of his character. Thus, his decisions and behavior are determined not only by rational (conscious), but also by emotional factors, most often acting together [5]. A person acts, on the one hand, according to his inner inclinations and decisions, and on the other, according to the external environment. The decisions and actions of any person are influenced by:

- personal professional skills
- material and spiritual stimulus
- family circumstances
- features of his personality;
- opportunities given to him by nature or developed in the course of training;
- existing or prevailing views and tastes;
- motivation of activity inherent in him from birth or developed.

An experienced leader recognizes that human nature is a critical business variable and is essential to the effective operation of an organization.

If we consider organizational behavior, first of all, as a managerial process, then in this case it is necessary to find out the role that belongs to the leaders in it, in essence and who are its organizers.

Distinctive features of modern management in education:

A systematic approach, implemented through a unified system of pedagogical requirements, a unified system of value orientations.

A situational approach based on the fact that management decisions are made taking into account the current situation.

Continuous improvement of organizational culture, implemented by attracting specialists of a high professional and general cultural level to the educational institution, by inviting managers, scientists to improve their qualifications, conducting lectures, consultations and seminars with management and teaching staff.

Personality-oriented and individual approach, which consists in maximizing the identification and use of the abilities of each member of the team, observing freedom of choice for all participants in the educational process, creating a favorable moral and psychological climate, conducting research by the psychological service of the educational institution, individual conversations between the head and employees on issues personal participation in improving the activities of the educational organization.

A democratic approach, which consists in delegating authority and responsibility to heads of departments and teaching staff, providing opportunities for discussing important issues, taking into account the opinions of employees when making decisions.

It should be noted that the level of sociability is the most important quality that determines the professional competence of teachers.

Thus, on the basis of the above, it can be stated that the psychological support of the work of the leadership of an educational organization is one of the most important tasks of organizing the management of pedagogical collectives.

The most effective ways of psychological support for the work of the head of an educational organization in managing the teaching staff, in our opinion, are as follows: the interaction of the psychologist and the school management should be aimed at improving the style and methods of managing the teaching staff, corresponding to the characteristics of the stage of development of the teaching staff, the formation of the atmosphere in the team benevolence, respect and trust in employees, the use of collegial decision-making methods, democratization of management [6].

Thus, the head of the educational organization needs to create psychological and pedagogical conditions under which each member of the teaching staff could feel like an organizer at their workplace, which is achieved through the implementation of productive management models and leadership styles in the process of business communication with employees and students:

- Formation of optimal conditions for the activities of teaching staff;
- Improving the structure of relationships, personal contacts, etc.;
- Provision of a recruiting procedure for primary school collectives, taking into account the psychological compatibility of people;
- The use of active socio-psychological methods to develop skills of effective interaction among team members.

Management functions of the teaching staff include a set of tasks: personnel policy, selection of employees; assessment and certification; training; placement of management personnel. Creation of a team of like-minded people capable of setting strategic goals and solving complex problems, motivating employees to the changing conditions of activity due to the modernization of education, the merger of educational organizations, etc. subject only to leaders who have mastered the art of combination.

Management of the pedagogical team is a complex process, on the basis of which ensuring the quality of education is a key issue. Therefore, in the formation of the pedagogical team, it is necessary to set clear goals in the management of the educational process, taking into account various factors.

Transliteration

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