

## ORGANIZATION AND MANAGEMENT OF PEDAGOGICAL PROCESSES IN SECONDARY SCHOOLS ON A SCIENTIFIC BASIS

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### ABSTRACT

The article substantiates the necessity of organizing and managing pedagogical processes in secondary schools on a scientific basis to ensure the quality of education, characterizes the content of functions and methods of organizing and managing educational process, and also reveals the practical significance of introducing formula for organization and management of pedagogical processes.

**Keywords:** Management functions, management methods, pedagogical process, socio-psychological functions, effectiveness formula “control + analysis + objective assessment + diagnostics = efficiency”, information and analytical function, target motivation function, predictive planning function, analytical control function, information collection methods, management, subject-subject relations, teachers, information system, information generator.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Organization and management of pedagogical processes in secondary schools (SS) on a scientific basis, the achievement of goals and the quality of education involves ensuring the activity of subjects (students), coordinating their activities on the basis of control, analysis, objective assessment and diagnosis, achieving effective management of these processes by using a number of functions and methods.

Organization and management of pedagogical processes, being types of activities aimed at achieving a common goal, complement each other, that is, the organization is the basis of management. In management theory, an organization is considered one of the main management functions.

One of the founders of management theory, Henri Fayolle at the beginning of the XX century, identified the main management functions: planning, organization, management, coordination, control. He called the forecasters, the organizers of the types and forms of activity, the inspectors monitoring the implementation of orders and orders, as a powerful management tools”[ pages 4.8].

S.N. Tidor in his scientific works characterized management as a “Coordination in the direction of the goal; impact on the object to achieve the goal; vertical coordination, affecting the organization of the system aimed at achieving the goal.” [pages: 2,133].

Taking these characteristics into account, we also consider the organization as a management function, highlight the organization as a leading function in management, along with planning, motivation and control; which is confirmed by the above scientific formulations.

In our opinion, the organization and management of pedagogical processes are implemented in the content of the work performed by pedagogical workers, in management planning and organizational functions of the following content:

- planning of pedagogical processes;
- creating the necessary conditions for subjects (students) and designing the distribution of tasks, taking into account the personal capabilities of students;
- stimulating the activities of subjects and ensuring their activity on the basis of the formula "control + analysis + objective assessment + diagnostics = effectiveness".

Establishment of the rapport between students and the teacher, taking into account students' interests, opportunities and needs, contributes to their activation and implementation of the motivation function in forming interest in acquiring new knowledge.

In order to achieve the intended results in educational processes, it is necessary to coordinate the interests and needs of students with learning objectives and real opportunities, coordinating them, in turn, with the active activities of the subjects. This is the main function of coordination.

Ensuring the quality of education requires studying the personal qualities of students, their perceptions, interests, abilities and coordination with the complex sides of the educational process, improving this process, determining the factors that contribute to improving the effectiveness of the learning process, and implementing control functions.

We believe that, based on the tasks carried out by the teacher in organizing and managing pedagogical processes in general secondary education, the main functions implemented by the participants in the educational process are professional and socio-psychological functions.

The results of our research show that, when fulfilling their functional tasks, the subjects of the educational process realize their professional functions, and in educational process, its subjects, who are teachers and students, enter into certain relationships that take the form of educational relationships in the person-person format, in so doing, a socio-psychological function is realized.

Implementation of this function consists in transfer of information between entities, to which, in addition to news, reliable and reasonable requirements are made for the correct proportional presentation. Therefore, organization and management of pedagogical processes provides for coordination of the activities of process entities in the collection, processing and transmission of various kinds of information. This function performs the task of ensuring the quality of the process of information exchange between entities. According to S.T. Turgunov, the information system is one of the important factors affecting the quality of the process of information exchange between the subjects of the educational process. The author assumes that the pedagogical value of the information system is that it combines all the regulatory documents related to the organization and management of pedagogical processes, scientific, technical, legal and organizational news and other information flows. At the same time, an information-analytical function is realized in the process of identifying the novelty, reliability and validity of information [pages 3, 58].

The teacher in this situation should prove to be a "generator" in the collection, analysis, objective assessment, processing and transmission of information about students who are subjects of the educational process. The information collected and processed helps to create conditions, an educational environment, establish cooperation relations with students, using

their interests, inclinations, abilities and capabilities, and taking into account individual psychological capabilities, thereby ensuring the quality of the educational process.

The effectiveness of the implementation of the information-analytical function to improve the quality of the pedagogical process is ensured by using a set of methods and techniques for working with the necessary information, the rational use of the method of collecting information, which is one of the mechanisms for implementing the management function.

In the organization and management of pedagogical processes on a scientific basis, in addition to achieving efficiency through improving the activities of students by transmitting new, reliable and justified information to them, it is necessary to collect reliable and reasonable information about each student and analyze the situations that arise in the educational process.

We believe that in working with a system of information that affects the quality of the educational process, along with the study of educational and normative documents and advanced pedagogical experience, conducting surveys, generalization and systematization, statistical and mathematical analysis, it is advisable to use the formula “control + analysis + objective assessment + diagnostics = efficiency. ”

Based on the collected information about the quality and effectiveness of pedagogical processes for a year, half year, quarter, month, week, day and the results of statistical and mathematical analyzes, the obtained data are compared and the tasks of ensuring the effectiveness of pedagogical processes are determined, which, in turn, indicates the importance of using methods of collecting information.

When organizing and managing pedagogical processes, a teacher implements the function of targeted management motivation. To ensure the quality of targeted motivation of the educational process, it is necessary to clearly understand the meaning of the goals and objectives, the essence of their content and to activate the available resources for their implementation based on the development of the initial concepts and interests of students.

Based on pedagogical goals, teachers carry out the function of prognostic planning in the design of an innovative educational environment, consisting of interconnected processes that meet the needs of all subjects and contribute to the establishment of relationships between students, the development of their interest in learning, opportunities and initial concepts.

In the process of designing and modeling pedagogical processes, the prognostic planning function serves as the initial basis for targeted motivation in the organization and management system, that is, a common goal and directions of these functions helps to create sufficient and necessary conditions for subjects to receive a quality education. To implement the functions of prognostic planning and targeted motivation, socio-psychological methods are used that are used to create a socio-educational environment convenient for students to develop themselves, manifest their free actions, participate in various situations, develop independent thinking and reveal individual abilities.

Creating conditions for the full disclosure of the capabilities and abilities of students, stimulating their independence in the performance of work and activity is associated with an objective assessment of the results of their activities. Of great importance in creating a comfortable educational environment for all subjects of the educational process is the

implementation by teachers of organizational and executive functions when performing a set of tasks.

In our opinion, the constant monitoring of students' activities in the pedagogical process, the analysis and objective assessment of its results, the identification of shortcomings, errors and the reasons for their appearance, their timely elimination constitute the content of the control and diagnostic function. To implement this function, we proposed the formula “control + analysis + objective assessment + diagnostics = efficiency”.

The fulfillment of the control and diagnostic function in ensuring the quality of education creates the opportunity for the timely establishment of the causes of errors and determination of ways to correct them, therefore, at all stages and steps of the educational process, the implementation of this function is necessary.

Coordination of participants' activities in pedagogical processes in order to ensure the quality of education, development of subjects activity, raising the quality of their relationships to a new level, as well as the elimination of shortcomings in these processes, and coordinated activity of students are directly related to the fulfillment by teachers of organizational and executive functions.

So, the organization and management of pedagogical processes on a scientific basis finds expression in the implementation of the functions indicated above. The methods of management and organization of students' activities, applied taking into account the implementation of the above functions, form a mechanism that combines the content, directions and techniques of activities aimed at organizing and coordinating pedagogical processes.

The organization and management of pedagogical processes on a scientific basis and the introduction of functions and methods aimed at ensuring the quality of educational processes have their own characteristics, which must be taken into account:

- organization and management of pedagogical processes on a scientific basis means focus on achieving a specific goal and involves the use of specific management functions and methods;
- organization and management of pedagogical processes are an integrated system;
- components of the pedagogical process are interconnected and interdependent;
- effectiveness of pedagogical processes is determined by the increase in the level of indicators of assimilation by subjects of these processes of knowledge, skills, that is, the effectiveness of the educational process;
- effectiveness of pedagogical processes is characterized by the introduction of scientifically based innovations;
- effectiveness of educational processes associated with the needs and interests of students, the development of their abilities;
- Development of a creative environment in the educational process is a prerequisite for student motivation;
- obtaining new and reliable information contributes to the manifestation of the activity of subjects in communication processes;
- it is necessary to create conditions for using the creative capabilities of each subject of the educational process.

Organization and management of pedagogical processes on a scientific basis are associated with the need to take into account the individual psychological characteristics of subjects and

the specific conditions of the process being organized, which dictates the need for the formation of a creative educational environment.

Formation of a creative environment provides for creation of conditions for free participation of subjects in common activities, manifestation of independent thinking and initiative, which, in turn, determines need for the use of socio-psychological management methods.

In organization and management of pedagogical processes, it is important to stimulate creative activity of subjects, and therefore, along with definition of requirements for each participant, conditions should be created for manifestation of creative activity at the level of modern requirements.

As a rule, methods of stimulation and encouragement are used to improve the activities of subjects of pedagogical process, intensify innovative processes and organize innovative activities of subjects, creative development of subjects of educational process. And in this direction, teacher needs to carefully study activities of students, use additional consultations and instructions for developing and improving creative students' activities, and develop a creative environment conducive to manifestation of activity.

In pedagogical practice, one can observe the use of various styles and methods of organizing and managing pedagogical processes aimed at forming students' interest in getting an education, timely completion of tasks, and providing cognitive activity.

As the main factors and ways of organizing and managing the educational process used by teachers, the following can be distinguished:

- creating conditions for the free expression of their ideas, opinions, concepts by students and their active participation in educational activities;
- providing students with scientific and methodological products, instructions for completing assignments, new, scientifically based information;
- formation of an educational environment for all participants in the educational process, establishment of subject-subject relations;
- use by teachers of methods and approaches acceptable for establishing cooperation with students.

According to the classification of leadership styles by R.Kh. Djuraev and S.T. Turgunov, their main criterion and organizational principle is unity of command and collegiality [pages 1, 65]. Let us dwell on the content and essence of leadership styles.

1. The authoritarian (directive) style is characterized by the imposing on students of their will and authority on the part of the teacher, when measures and methods are used that evoke a sense of unshakable commitment, fear and expectation of punishment in students.

This style is based on orders and directions, unquestioning obedience, therefore, the freedom of students is limited, and in the pedagogical process there is only one subject-teacher. Students are placed in conditions of limited communication. In this situation, the interests and demands of students and their well-being are not taken into account.

This style is based on the "rule" principle and in the pedagogical process leads to disagreement and opposition.

With this style of organization and management of pedagogical processes, students are not satisfied with the educational activity, they are not interested in its results, and, as a result, the effectiveness of the pedagogical process is reduced.

2. The liberal (free) leadership style is manifested in the fact that the teacher gives students only recommendations and advice on completing assignments, slightly interfering in

the students' work. In the educational process, students are provided with a wide field of activity, little attention is paid to their actions, and activity control is weakened. Students do not feel responsible; carry out their activities as agreed. Such conditions lead to disorganization and chaos in the educational process, weakening of control over educational activities and student behavior, loss of interest in the study of subjects, decrease in activity in all areas of the pedagogical process.

Based on the foregoing, we can distinguish the following styles and forms of leadership "acceptable in modern conditions":

- communication orientation, implemented by the teacher  
we ask students many different questions that make it possible to fully express our thoughts, carefully listens to students' suggestions, studies the results of their assignments and monitors their timely implementation;

- management based on the adoption of joint decisions is widely used in case of problem situations in the educational process, when all students are involved in finding a reasonable solution and a method for solving the problem is determined subject to the rights and powers of all participants in the educational process.

3. A democratic (collegial) management style means that the teacher is not the only subject in the pedagogical process, in his work he relies on the thoughts and opinions of students, providing them with independence and freedom, creates the conditions for the manifestation of creative abilities and initiative, ensures their activity. Based on the establishment of the subject - subjective relations in the educational process, a psychologically comfortable educational environment is created. Relations of mutual cooperation and mutual understanding create the basis for effective joint activities, an atmosphere of mutual assistance and the desire to achieve positive results.

The organization and management of pedagogical processes should be dominated not by the style of "teacher-supervisor", "students-subordinates", i.e. "head-subordinate" form, and educational relations in the form; "human- human", "human -technology- human", "human - book- human", "human -nature- human", "human -art- human".

A rational management style in the pedagogical process should be based on trust, mutual understanding, friendly relations between teachers and students in a friendly educational environment. In the pedagogical process, a teacher keeps every student in sight, giving him/her the opportunity to freely think and express his/her opinion and ideas, to take the initiative.

Such an approach and management style activates educational process, strengthens equal and sincere relations between students, confirms student status, stimulates free participation of subjects in joint activities, creates an atmosphere of open communication and exchange of ideas, taking into account various situations.

Based on our research, we identified some effective, in our opinion, methods and forms of organization and management of pedagogical processes. We characterize them:

- management through innovation, i.e. development and introduction of innovations that serve the development of an educational environment that is conducive to all by stimulating initiative and innovation;

- management through focused tasks based on the distribution of tasks, taking into account the capabilities and level of the initial concepts of students, on training and analysis of tasks in an objective assessment and stimulation of goal achievement by providing cognitive activity;



- management through the interconnection of subjects is based on the development of innovative processes, their implementation and the active involvement of students in them;
- management through the coordination of goals, this method is a form of communication of targets and subjects when students participate in forecasting results and agree on ways to achieve them;
- management through preliminary calculation of results - in this case, the determination of ways to achieve the result is put in the first place. This project requires the definition of tasks on the basis of a specific plan, a system for monitoring and developing tasks;
- management through the distribution of tasks creates an opportunity for the development of independent work skills, increases responsibility for the performance of a specific task;
- management through motivation involves increasing the interest of students in obtaining education based on the consideration of their individual needs and requirements;
- management through the assimilation process is carried out by the teacher in the direct implementation of functional tasks in the educational process and in the implementation of control over assimilation;
- management through personal development using this method, special attention is paid to the development of the student's personality, his skills to work on himself, to engage in self-education. The method serves to increase the effectiveness of pedagogical processes.

The methods listed above are the main component of the organization and management of pedagogical processes, their effective use is largely associated with the personality of the teacher. The above methods are applied based on specific situations and conditions, since universal methods for all occasions have not yet been invented.

A teacher's experience and skill suggest at what stage and in what situation it is advisable to use one or another style and management method, it is possible to use a combination or complex of methods.

According to S.T. Turgunov, a number of factors should be taken into account when choosing a method for organizing and managing pedagogical processes by a teacher or leader. They are:

- situation (stressful, unstable, incomprehensible). In emergency cases, an authoritarian style justifies itself;
- task (based on complexity). Offering a difficult task, the teacher should focus on the capabilities and abilities of students, it is necessary to clarify the essence of the task, organize a discussion of how to accomplish it, and provide students with the opportunity to choose the execution scheme. In this situation, it is advisable to use a democratic (collegial) style of organization and management;
- group (participants are united in groups by interests, by age, by gender, by ability). When completing the assignment, a creative approach prevails, an atmosphere of search, cooperation is created. It is appropriate to apply a democratic or liberal style of organization and management of the educational process [pages 3, 119]

Organization and management is a multifaceted process, the components of which can vary and vary depending on pedagogical situations. In the pedagogical process, they find their expression in the activity of subjects, the level of knowledge, abilities and skills, the development of needs and personal interests, which are correlated with common interests.

The effective organization and management of pedagogical processes on a scientific basis contributes to the effective joint activities of subjects to achieve the intended goal, that is, the organization of activities in cooperation aimed at a specific study.

The knowledge of the above-described functions, methods, tasks of the organization and management of the educational process, the nature and leadership styles and their rational use will help to improve pedagogical processes.

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