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MANAGEMENT OF EDUCATIONAL ACTIVITIES AT SCHOOLS OF GENERAL EDUCATION

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Annotation. This article analyzes the organization and management of educational work in secondary schools, the duties of the class teacher, deputy director and director in the educational process, methods of organizing educational activities.

Keywords: education, methods of education, management of education, types of education, factors of education.

Nowadays, educational work in the senior classes of a general education school is organized according to a certain system. In addition to the educational tasks performed by teachers in the educational process, and by parents in the family, the deputy director for spiritual and educational work, class teachers contribute to the development of pupils as harmoniously developed people. Considering that education is the result of socialization, under their guidance and control, the classroom team gains experience in social life, masters the norms of social behavior, forms from its members a comprehensively developed and educated, working and able to protect the multinational new Uzbekistan, harmoniously developed generation.

The educational activity of class teachers has a special place in the process of school education. As the main task of educational work in the classroom, it creates with each student an environment of active influence on the improvement of the individual. The class controls the behavior of school children, forms the opinion of the public in the framework of the behavior and activities of some students.

To ensure a high level of educational work at school, the headmaster is required to reasonably and thoughtfully approach the appointment of the best teachers as class teachers. In the management of school activities, implementing the principles of continuity and consistency in the educational process, it is

advisable for the headmaster to pay special attention to the observance of the sequence between the junior and middle classes in educational work. In this regard, the school director is responsible for informing teachers and class teachers of grades I-III about the level of education of pupils and developing a system aimed at raising this level in further work, creating an appropriate pedagogical environment for class teachers.

In the classroom, the unsatisfactory class teachers have a negative impact on the upbringing and mastering of subjects by students. As a result of our observations, it turned out that in practice, in most cases, class teachers are replaced every 2-3 years. The process of education is effective as a result of the consistent organization of certain systems and methods of education. The new edition of the Law “On Education” (dated September 23, 2020) establishes that general secondary education consists of the following three levels:

- primary education (grades I-IV);
- basic secondary education (grades V-IX);
- secondary education (grades X-XI).

These stages mark certain turning points in general secondary education. Primary education is aimed at developing in pupils the basics of literacy, knowledge, skills and abilities necessary to continue general secondary education. Basic secondary education provides pupils with the necessary amount of knowledge, skills and abilities in accordance with the curriculum, developing their ability to think and analyze independently. Secondary education provides pupils with the necessary knowledge, skills and abilities in accordance with the curriculum, as well as the choice of the next type of education and the acquisition of professions that do not require high qualifications.

In accordance with this, we believe that if it is necessary to change class teachers in general secondary education, it is advisable to change them only during these periods. In general, the implementation of class leadership by a primary school teacher in grades I-IV and one teacher in grades V-XI ensures the effectiveness of teaching and educating students.

It is advisable to distribute class teachers in each parallel class so that the headmaster can rely on in their daily work and, based on their experience, train young teachers to become more experienced teachers. If this is not possible, the headmaster must take care of training such personnel from young class teachers who have an inclination and interest in educational work.

The headmaster and educators-organizers cannot be indifferent to how they work, due to which the overall result in education is achieved. In this regard, the provision of regular instructions to class teachers is one of the most important requirements for the work of the headmaster. It is important that the headmaster, together with the organizer, think in advance when and what instructions should be given, since the instructions given to class teachers should always give them practical help. This work is given attention especially at the beginning of each academic year, quarter or semester.

The peculiarity of the management of the educational work of teachers is determined by the type of school (primary, basic secondary, secondary), their working conditions (city, massif, village), as well as the qualifications of educators. In some cases, the director teaches more practical work with the class team, activists, class leaders, and pays attention to individual work. This work is carried out in the form of seminars, webinars, open educational sessions, general explanations of pedagogical literature on educational issues, joint meetings of representatives of pedagogical production teams and the general parent community. In other cases, attention is paid to collective forms of work with educators, in addition, meetings of class teachers and group activists are held, trainings are organized for them, individual tasks on educational issues are given in a separate order, etc.

The success of the management of educational activities in schools largely depends on the organizational skills of the director and his deputies. Knowledge of the methodology of the educational process helps the director and organizer to direct the work of the team of educators, promptly remind them of the necessary

forms and methods of work, increase the activity of schoolchildren and the effectiveness of their education.

Based on the general pedagogical principles and rules of the scientific organization of teacher's work, taking into account the complex of all educational activities conducted with pupils at school and outside it, the headmaster must study the working abilities of teachers during the day and week. Naturally, he does not lose sight of the peculiarities of the organization and dynamics of the work of his deputies, the organizer of class and extracurricular activities, educators of class teachers and leaders (the distribution of the functions of educators, the predetermination of methods of theoretical and independent preparation for the performance of pedagogical duties).

Today, in many schools, the task of managing the educational work of class teachers is entrusted to the organizer of extracurricular and out-of-school activities (supervisor of sections) (in one case, the school principal himself conducts the overall management of the educational process, in the other case he imposes the task of managing this work completely on the organizer). For this reason, in general education schools, the load on teachers with organizational skills increases due to the insufficient fulfillment of their duties by other teachers. This also breaks the system and contributes to a decrease in the quality of education and upbringing, as well as organizational tasks. To successfully solve these problems, it is advisable for the organizer to regularly collect information about the strengths and weaknesses of the activities of class teachers, as well as the team they educate, show their activities as a model, and require each class teacher to organize their work accordingly. This is achieved through focused observations, conversations, class visits, study of documentation, etc.

The ability of the organizer to manage educational activities, the criterion of his pedagogical skill is the ultimate goal - the level of educational work in the school, the level of upbringing of the entire school and classroom team. The organizer must work under the motto that each student must achieve a high level of consciousness and social morality.

In order to build the educational process at school, the director and organizer determine a clear program of methodological work with teachers of grades I-IV and class teachers of grades V-XI. At the same time, they focus on the content of teaching pupils of different age groups. Indeed, the teacher of grades I-IV should know that a seven-year-old child who already shows interest in school is easily amenable to educational influences. He wants to become a good and knowledgeable student. His upbringing takes place in a variety of activities. It is for this reason that it is important that the child's first steps on the school doorstep be well thought out and organized as a student who is learning to write, read and count, as well as a student who is learning to live and work with others (two, three, five). He should be taught to perform simple tasks and evaluate his work, he should be observed to explain what he was told, what he did well, what he has not yet learned. By completing the task together with others, first-graders gain ethical experience.

The educational process at school, starting with the simplest things, gradually becomes more complicated, so it is important to implement the principle of gradualness in educational work. Thus, there is no need to hurry with holding long conversations with children, organizing new classes, excursions and walks.

Children come to school with different backgrounds. For this reason, education requires, without exception, to look after each student very carefully, to respect his personal dignity. The assessment given to the student's behavior ("you did badly" or "you did well"), considered important, should not fully affect the personality of the child ("you are bad" or "you are good"). Just as every student has his weaknesses, strengths can be found in every student: it can be his decency or skill, humanity and other qualities. It is easy to develop confidence in each child's own strengths and abilities, relying on his positive qualities.

The teacher should always remember that his attitude towards children determines the nature of the relationship between them. The level of upbringing of students, a change in attitudes towards people, their peers and adults, the

fulfillment of their duties, work, and the team is the main criterion for the success of educational work.

By the end of the first academic year, first-graders will be well aware of their duties and tasks. In grades III and IV, the work of students is activated, preparations are underway for their transition to the senior classes. Many specific aspects of raising children in these classes are determined by the aspects mentioned above.

Children's groups in primary school are the first stage of involving younger students in public life, while the social orientation of the students' activities is of priority importance, the ability to work in a team for the benefit of people is formed, and interest in public life is brought up in their personality.

In the third grade, the teacher guides the activities of the students and directs them by the agency of monitors and group leaders. He instills in children a sense of pride in belonging to the student team, helps them establish friendly relations with their peers. The task of the teacher is to organize the various activities of students (study, play, work) so that the action taken on their part causes a positive attitude towards the work done for the common good, social and collective life.

An important role in pupils' work is played by competition between activists. When organizing a competition, praising, rewarding, applying punishment, the teacher must understand and remember that strict adherence to its standards is, first of all, the moral maturity of children. Therefore, in no case should competition be allowed to become competitive, the desire to achieve a good result in spite of everything. It is advisable to conduct competitions in such a way that in some form of each active action there will be a win.

Particular attention is paid to the development of the spiritual and volitional qualities of pupils in the classroom game type. In the game, children learn to work together to achieve a specific goal, to complete what they started, to critically evaluate the results of their activities. In this process, the class teacher must demonstrate his creativity and pedagogical skills as an organizer, teacher, educator, mentor.

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