

## THE ROLE AND IMPORTANCE OF USING LEADERSHIP METHODS IN THE ORGANIZATION AND MANAGEMENT OF PEDAGOGICAL PROCESSES

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### Abstract

Leadership is the key factor in organizing managing and uplifting an organization. It has wider implications for every aspect of life, especially in the educational paradigm. Where appropriate, standardized, effective, and advanced knowledge is necessary to meet the international national, and scientific demands of society. Therefore, educational management is required that is associated with leadership style opportunities and role identification.

**Keywords:** Leadership, education management, behavior, leadership techniques, scientifically, brutal style, communicative predisposition.

Leadership styles and its content are seen as a system made up of tactics and strategies of all the methods and actions that the leader prefers and is based on in his managerial activities.

Leadership style refers to a leader's influence on subordinates and expresses his typical behavior in interactions with subordinates while motivating subordinates to achieve the intended goal.

Therefore, in the organization and management of pedagogical processes, it is possible to observe the use of various aspects of leadership methods by professor teachers in the areas of forming interests in student-student education, encouraging them to carry out the assigned tasks on time and efficiently, ensuring their activity in pedagogical processes. The leadership techniques used by professors in pedagogical processes are determined based on:

in pedagogical processes, the level of independent and free thinking of students, free expression of their own opinion, ideas and concepts, as well as their active participation in situations;

the provision of students with scientific and methodological products, instructions in the direction of completing assignments and the latest, scientifically based information and information;

the formation of a favorable educational environment for all in pedagogical processes, that is, the emergence of Subject-subject relations;

the working methods used by professors in educational processes, that is, their specific approach in the relationship between students and students.

Most experts pay attention to the priority of the ratio of solitude to collegiality as the main criterion and organizational principle of this process in the classification of leadership styles. From this, let's dwell on the content and essence of leadership styles.

1. In an authoritarian (directive) style, professors seek to transfer their will to students through the means of administrative power, using coercion, intimidation, punishment, and other measures. This technique, based on direct command and instruction, implies the unconditional subordination of student-students, that is, in pedagogical processes, student-student freedom is limited, and only professors and teachers act as the only subject of the pedagogical process. The presence of student-students in direct and free communication is limited. In this situation, the attitudes of students and students towards the pedagogical process, their needs and interests are psychologically ignored.

It is a brutal style based on the principle of "divide and rule". Such a technique, although at some point effective, in fact, forms a mood of opposition, dissatisfaction in pedagogical processes. Under the influence of such a method, student-students are not satisfied with their educational activity, are not interested in its results, and these, in turn, cause a decrease in the effectiveness of the pedagogical process. In this case, various forms and methods of this style are formed:

absolute-dictatorial form - professors act as the only subject of the pedagogical process, students and students are not actively involved in this process. Professors who use such a method seek to unconditionally subordinate student-students to their desires by constantly giving orders, coercion, intimidation, as a result of which students receive education for education, that is, education without satisfaction with their activities or interest in the studied subject, education without personal interests and harmony of interests, education for fear of failure, motivations in the direction of forced education are formed;

the autocratic method refers to the concept of singularity, that is, it is a bureaucratic type of management based on administrative command, with the provision that there will be wide opportunities and powers at the disposal of professors who carry out the rule;

in its patriarchal or matriarchal form, professors organize and manage pedagogical processes using the position of "head of the family", student-students express great confidence in them and, accordingly, obey;

a complimentary-charismatic form, in which professors use a high-level position of an individual based on such characteristics as unrepeatable wisdom, benevolence, Heroism, Valor, students observe his hatishes, the direction of his goals in the process of interaction, and also respect his positive qualities, his inner worldview.

2. The Liberal (free-standing) leadership style is characterized by the fact that professors give assignments and advice to student-students in the form of recommendations, less interfering with the work of students. In doing so, the professor acts as an intermediary of students, giving students a wide range of Independence, full freedom in pedagogical processes, as well as paying little attention to their actions and exercising control with sluggishness. Does not like to take responsibility, acts on the basis of agreement, that is, fulfills all their requirements so as not to spoil the interaction with student-students. In its place, this leads to the emergence of

chaos in pedagogical processes, a slowdown in control in the direction of student-student behavior and educational activities, a loss of their interest in a particular subject, and also a decrease in student-student activity in other pedagogical processes.

From the above, the following methods and forms of this leadership style can be distinguished: communicative predisposition-in this, professors-teachers give opportunities for the student-students to ask various questions, express their opinion, this is an advisory method of management, the tasks that are being carried out by them in time, since the proposals made by the student-students, their opinions, the results of the tasks performed by them are studied; on the basis of decisions made in cooperation, methods of generating problem situations are widely used in management – pedagogical processes, and professors attract all students to find a solution to the problem and determine the procedure for solving the problem on their own, and also allow decisions on the solution of the problem by student-students, while retaining all their rights and powers.

3. In a Democratic (collegiate) style, professor-teachers do not act as a single subject of the pedagogical process, they direct their activities to ensure their activity by relying on students and taking into account their opinion, that is, creating the necessary conditions for student-students to think independently and freely in pedagogical processes, freely demonstrate their abilities, freely express their opinions. In pedagogical processes, a favorable educational environment is created for all on the basis of the formation of a subject E (teacher-professor and student-student) relationship. Professors acting in this style, together with stimulating the interaction of students and students, listen to their expressed opinion, consult with them, encourage them, taking into account their positive side.

The use of leadership techniques in the organization and management of pedagogical processes is necessary not in the form of relations “professors-teachers – head” and “student-students – tobe”, that is, “head” – “tobe”, but in the form of educational relations such as “Man-Man”, “Man-technologist”, “man-book-Man”, “Man-nature-Man”, “Man-art-man”.

In the rational use of leadership styles according to situations in pedagogical processes, the professor-with teachers-gives students confidence, mutual understanding, friendly attitude towards each other, as well as a favorable educational environment for all. The professor acts as a participant in the pedagogical process, in front of which each student-student feels free and thinks independently and freely, and freely expresses the initiative, ideas and thoughts that have arisen.

Professors who use such a method stimulate initiative in pedagogical processes, treat all students equally and sincerely, do not express the superiority of their position, create a favorable situation for cooperation, allow student-students to freely participate, correctly react to the criticism expressed by them, and implement approaches that are suitable for him, taking into account various situations.



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