

ANALYSIS OF THE FUNCTIONS OF THE PEDAGOGICAL TEAM

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Abstract

The article discusses such concepts as “management”, “management functions”, “activity”, “management activity” related to management activities. Various approaches to the classification of control functions are highlighted, focusing on the characteristics of the studied models.

Keywords: management, management functions, activity, management activities, classification of management functions, management cycle.

INTRODUCTION

A team is a group of people united by common goals and joint activities organized to achieve them, having social and personal values. Such characteristics of the community as trust in traditions and the future, mutual support, atmosphere of trust and demand, criticism and self-criticism, conscious discipline, etc. are also very important for the community. The needs of the society at the current stage of development cause a constant complication of the content of the tasks solved by the school, and the object of pedagogical influence - the student's personality - is also becoming more complex. Accordingly, the requirements for the quality of the pedagogical process and management within the school are increasing. In rapidly changing conditions, the main indicator in the modernization and improvement of the efficiency of the school is the head of the educational institution. "The main role in the management of the educational process belongs to the head of the school, who occupies a key position in the system of management relations within the school. Therefore, improving its activity is a crucial condition for increasing the effectiveness of school management" [1, page 4].

There are three educational functions of a highly developed team: organizational (the team is a subject of managing its socially beneficial activities); education (the community is the carrier and promoter of certain beliefs); motivation (forms morally valuable incentives for all socially useful activities, relationships that regulate the behavior of its members).

LITERATURE ANALYSIS AND METHODS

Study the general and specific aspects of this problem by analyzing the latest studies and publications; identifying previously unsolved parts of the overall problem. Presenting the main research material, fully justifying the obtained scientific results .

RESULTS AND DISCUSSION School management, like any other type of human activity, should be based on science. Management knowledge significantly increases the school leader's ability to do his job successfully and efficiently. The leader must be a technically competent manager: goal setting, analysis, planning, regulation, control. If the head of a general secondary school does not have management technology, then all his activities will become mere amateur activities. R.H.Shakurov defines "Management is the activity of school leaders, its public organizations and teachers aimed at forming and maintaining such psychological conditions and characteristics in the pedagogical team necessary for the implementation of the educational process at the level of social requirements" [1]. V.S.Lazarev defines the concept of "management" as a special activity, in which its subjects ensure the organization of the joint activities of students, teachers, service personnel through planning, organization, management, control and are aimed at achieving educational goals. [2].

A.M. Moiseyev defines the important features of the concept of "management" in a broad sense [3]:

- awareness of the initial existence of the subject;
- existence of a managed object;
- purposeful and result-oriented regulatory influence of the subject on the object; this effect should ensure that the object moves in the desired, correct direction, to the desired state.

L.I.Fishman, I.S.Fishman "if in essence management ensures the realization of the goals set for the system itself, then it is an information process consisting of three main stages: gathering information about the operation of the managed subsystem (feedback element), its processing and decision-making" [4]. According to V.K.Terentev, management should be understood as "targeted influence on the object of management, ensuring that they perform the necessary actions and achieve the set goals" [5]. V.A.Slastenin proposes to understand management as an activity aimed at developing solutions, organizing, managing, regulating the object of management in accordance with the defined purpose, analyzing and summarizing the results based on reliable data [6]. V.V.Lebedev, in the context of education, management should be understood as the structured activity of the subject (teacher) aimed at achieving a conscious result (operatively based educational results) through the system of activities of subjects (students), which is carried out on the basis of full communication through their cooperation [7].

Thus, the analysis of the definitions of the concept of "management" allows us to identify the following approaches that are common among scientists:

- management as an activity;
- management as a process;
- management as an influence;
- management as interaction and cooperation.

In our opinion, based on the above, the management function - it is an activity that reflects a certain content of management influence. It can be seen that the concepts of "management", "management function" are closely related to the concept of "activity".

Activity - process (processes) active interaction of the subject with the object, during which the subject satisfies any of its needs, achieves the goal. Activity can be called any activity that a person himself gives some meaning. Activity describes the conscious side of a person's personality (as opposed to behavior) [8].

"Activity" is often understood as the basis of personal development; mental processes develop in it, mental and emotional qualities of a person, his abilities and character are formed (A. N. Leontiyev, S. L. Rubinstein, BMTeplov, D. I. Feldstein, etc.). Scientists say that it is in this complex transformation activity that a person finds himself, a creator and acts as executor. D.I. Feldstein focuses on the activity of mastering the norms of human relations, which plays a more important role in the development of a person as a person [9]. Considering that the concept of "activity" is fully revealed in scientific research, we consider it appropriate to further consider the concept of "management activity" [7, p. 61].

A.M.Moiseyev considers the school management model to be an open system [4]. According to the author, this allows to visually demonstrate the natural relations and interdependence between the elements of this system. "Inputs" to management include external requirements, constraints affecting management; resources necessary for the normal flow of management processes. According to A. Fayol, "management means ensuring the correct performance of six basic functions" [10] and these functions are interrelated. A. Fayol means groups of operations or main directions of management: technical, commercial, financial, property and personal protection operations, accounting operations, management. According to the author of the concept of management (beginning of the 20th century), leadership is foresight, which includes studying what is expected in the future and preparing a future program; organization - creating the material and social organism of the enterprise; management - mobilizing the company's employees; coordination - combining and connecting actions and efforts; control - monitoring the execution of orders and established rules.

Even today, the views of scientists about the number of structural elements of management activity and their names remain unclear.

The author of the socio-psychological concept of pedagogical team management, R.H.Shakurov, is based on the classification of management functions based on the system-structural approach [1]. According to the model developed by the author, management functions can be divided into three groups: purposeful, socio-psychological and operational. In turn, target functions reflect the needs of society and their content leads to social tasks - political and organizational-pedagogical (organization of the educational process). Organization of a pedagogical team, its purposeful orientation, activation, improvement of activity, formation of a team and development of self-management in it are an integral part of

the socio-psychological functions of management. Planning, directing and monitoring are operational functions. Thus, the model of management functions developed by R.H.Shakurov reflects socio-psychological functions, which, according to the author, is a methodologically correct solution to the socio-psychological research of the leadership problem.

Conclusion. School management, like other types of human activity, should be based on a scientific basis, that is, the arsenal of management knowledge significantly increases the ability of the school leader to perform his work successfully, efficiently and qualitatively.

The concepts of “management” and “management function” are closely related to the concepts of “activity” and “management activity”.

Currently, the existing approaches to the classification of management functions are the subject of research by many scientists. All functions are closely related to each other, connected to each other. Therefore, it is impossible to set clear boundaries between management functions, but it is necessary to know the content of each function, because scientific management is distinguished by the fact that it is based on the close relationship of all types of management activities, the mutual support of management functions, the understanding that these are management functions. In addition, the existence of different approaches to creating a model of management functions gives reason to talk not only about the interdependence of approaches, but also about the need for further improvement of old models.

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