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Ways of Improving the Organization and Management of Socio-Spiritual Environment in Secondary Schools

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Annotation: *The school is an exceptionally complex and highly branched mechanism in its internal structure, which can only function successfully if each of its individual links and divisions work smoothly and effectively.*

In this article highlights ways of improving the organization and management of socio-spiritual environment in secondary schools.

Key words: *school, pupil, spirituality, education, modernization, innovation, management, society.*

INTRODUCTION

It is difficult, for example, to achieve high results in teaching and upbringing, if the teaching staff of the school does not have a single line and consistency in work, if it is not united by clearly defined goals. Equally important is the well-organized interaction of all parts of the student team, the degree of its influence on the learning and behavior of students. All this testifies to the great role of the development of the scientific foundations of school management and its educational work.

The structure of management bodies in the school is very diverse. They can be divided into three groups. The first group consists of the collective management bodies of the school - the school-wide conference of representatives of students, school employees, parents, as well as the school council subordinate to it.

The second group consists of school officials who manage all its links and divisions. These are the school director, his deputies for educational work, the organizer of extracurricular and extracurricular educational work, the assistant director for economic work, etc.

The third group includes the management bodies of various public organizations of students (pupil), teachers (the trade Union, the methodological section, etc.), as well as parents (PTA, etc.).

The presence of such a branched structure of management bodies, the school requires their proper interaction, coordination and effective implementation of each of these bodies and parts of their specific functions. All this made it necessary to define the basic principles of their leadership activities.

These principles include the following:

a) coordination, coherence and business cooperation of all management bodies in the school in planning the upcoming work, determining its leading tasks and their effective solution;

b) democracy and transparency in the exercise of all school officials of their leadership functions; reliance on public opinion of the teaching and student groups, as well as parents; electability of the governing bodies;

c) personal responsibility of all school managers, teachers, class teachers, teachers of extended day groups for the successful performance of their official functions;

d) the ability to identify the main problems in the work of the school and concentrate the efforts of the teaching and student teams on their solution;

e) maintaining a benevolent psychological microclimate in the teaching and student teams, based on high responsibility, creative initiative, integrity and conscious attitude of each member to work;

f) tactful and regularly carried out control over the implementation of the instructions of higher authorities and decisions taken by the school staff to improve educational work;

g) encouraging pedagogical creativity and search in improving the quality of the educational process, encouraging teachers to master the best pedagogical experience. 2.

Increasing the role of the school Board in improving the educational process. Democratization and transparency in school governance

The school board plays a huge role in creating a creative atmosphere and a healthy psychological microclimate in the school. The School Board is a collective management body of school affairs, which takes an active part in solving the most important issues of improving the education and upbringing of students. Its functions and the content of its work are regulated by a special Regulation on the Council of secondary schools.

The highest governing body of the school is the school-wide conference of representatives of student groups, teachers, parents and the public in equal numbers from each of these three categories.

The conference approves the charter of the school and makes the necessary changes to it; develops the main directions for improving and developing the school, improving the quality and efficiency of educational work; searches for additional financial resources and strengthening the material and technical base of the school; if necessary, creates temporary or permanent commissions on various areas of the school's activities and establishes their powers.

The conference is convened by the school board at least once a year.

In the period between conferences, the school board acts as the highest body, which includes representatives of teachers, middle and high school students, parents and the public, one-third of each of these categories.

The school board performs the following functions:

- organizes the implementation of the decisions of the conferences of the school staff;
- approves the school development plan;
- together with the director, represents the interests of the school in state and public bodies, as well as the interests of students, ensuring the social protection of minors;
- the presentation of methodological (teaching) of the school board determines the content, methods, means and forms of organization of education and training (curricula, programs, profiles, differentiating instruction, employment training, etc.), while achieving state-level requirements for education;
- sets the mode of operation of the school;
- oversees the selection and arrangement of teaching and other staff of the school;

- conducts certification of teachers of schools, to improve the qualification commission under the public education authorities of assigning teachers qualification categories;
- support of public initiatives for the improvement and development of training and education;
- controls rational use of budgetary allocations to school forms the material foundation of the school;
- hear reports on the work of individual teachers, school director, his deputies, introduced the conference offers on the extension or termination of their powers;
- protects school employees and the administration from unjustified interference in their professional and official activities.

The school board works in close contact with the administration and public organizations of the school on the basis of the principles of democracy, transparency and broad notification of its activities to students, teachers and the public.

Traditional educational institutions - kindergartens, schools, colleges, universities, while remaining the central elements of the educational system, are now complemented by constantly growing sectors of additional education for children and adults, corporate training, and modern self-education environments. It is obvious that the new generation largely has the level of mobility, intellectual activity and health that distinguishes it from other groups of the population. They are the ones who adapt more quickly to new living conditions and have a wide positive potential: mobility, initiative, sensitivity to innovative changes, new technologies. At the same time, at present, there is a whole complex of problems in this environment, which hinders its development and leads to a decrease in its reproductive, intellectual and economic potential. Here are just a few of them:

- deterioration of the physical and mental health of the younger generation;
- continued marginalization and criminalization of the adolescent environment, an increase in the number of adolescents prone to delinquency, an increase in the number of street children;
- the deformation of spiritual and moral values, the erosion of moral constraints on the path to personal success;
- poor development of a culture of responsible civic behavior. Moreover, there is a tendency to form a segment of schools that consistently demonstrate low academic results. Basically, these are schools that work with a complex contingent of students (low socio-economic status of families, difficulties in learning and social adaptation). Education in such schools ceases to perform the function of a social elevator, begins to reproduce and consolidate social and cultural differentiation. Existing practice shows that basic education needs additional non-formal education, which has been and remains one of the determining factors in the development of a person's inclinations, abilities and interests, his social and professional self-determination. Reproduction and consolidation of social differentiation in schools, it is necessary to oppose some productive, useful for development, employment of children. In itself, providing additional employment for children was possible, as we know, and earlier, in institutions of additional education.

But today we need to talk more about the integration of additional education institutions and general education institutions, in the context of providing additional educational services to children, including paid educational services, in a general education institution.

In the field of additional education, it is proposed to simultaneously solve the problems of insufficient supply of services, differentiation of the availability of services, the quality of school infrastructure, the discrepancy between the pace of updating the educational and material base and the list of additional education services with changing needs of the population in educational services. The proposed implementation mechanisms include practices of social design and voluntary activities based on schools and organizations of additional education for children, modern effective programs for socialization of children during the holiday period, integrated models of general and additional education, mechanisms to support access to additional education services for children from low-income families. The result of the proposed implementation of a set of measures should be a certain transformation of schools into integrated socio-cultural institutions that perform not only educational, but also other social functions, with clearly organized conditions for training and education, organically included in a single socialization environment with organizations of additional education, culture and sports. The subjects, according to the program, should create specialized centers, departments and programs for the development of children, ensuring their socialization and self-realization.

The effectiveness of problem solving is due to the change in the problem field at the regional level in the following areas:

- accessibility issues: deficits, disproportions, areas of low quality in the system of preschool, general and additional education of children in different districts of the city of Vladivostok; lack of network and distance forms of general and additional education of children;
- problems of ensuring the quality of education: the lack of developing educational programs and activity technologies in the system of general and additional education;
- problems of personnel development: insufficient level of IT competence of education workers for the use of open information and educational environments;
- problems of managing the development of the education system: the lack of an effective, municipal system for evaluating and monitoring the quality of the work of educational institutions and the educational achievements of students; the lack of methods for transferring the results of the innovative sector into mass practice that meet the tasks of advanced development of the education system.

The existing significant demand for educational programs and additional education services for children is a significant resource in the city's education system. Promising areas for improving the management system of additional educational services, including paid ones, at the municipal level to solve the tasks set by the state are: - improving the mechanisms for involving children in the system; - development of mechanisms for integration and network interaction of general education institutions with institutions, as well as the development and testing of new mechanisms, procedures, and technologies for managing the system of additional education;

- improvement of the regulatory framework for the implementation of general education in terms of the interaction of general and additional education (regulations, instructions, contracts, local acts, etc.), including taking into account the increase in wages for education workers;

- development of mechanisms for the formation of the order of schools for the implementation of extracurricular activities by means of;

- implementation of new requirements for additional education programs in terms of extracurricular activities aimed at obtaining subject, meta-subject and personal results;

- creating new conditions for the construction of individual educational routes for students in the context of the integration of basic and additional education;

- formation of a new position of a teacher of additional education (tutor, moderator, facilitator, etc.) in a general education institution;

- development of methodological interaction of schools in matters of joint implementation-methodological associations, pedagogical laboratories, workshops, etc.

Promising areas for improving the management system of additional educational services, including paid ones, at the level of a general education institution to solve the tasks set by the municipality are:

- identification of opportunities, directions and levels of integration of basic and additional education;

- definition of organizational structures and forms of implementation of school additional education, pedagogical conditions for the implementation of the model of school additional education: development of curricula and programs of additional education, management of the process of their implementation with the active participation of all members of the teaching staff and the support of the administrative and managerial apparatus; providing students with the opportunity to choose areas of additional education that contribute to the resolution of positive social, cultural, and economic potential;

- development of the educational and material base that meets the requirements of state projects in the field of education.

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