

MANAGEMENT CULTURE OF LEADERSHIP IN EDUCATIONAL INSTITUTIONS

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ABSTRACT	KEYWORDS
This article talks about ways to achieve high efficiency through the use of a leader's management culture in an educational institution, as well as methods for managing the teaching staff, as well as the availability of sufficient recommendations so that the leader has good knowledge. modern educational technologies and constantly improve them, study management methods in groups. They say that he had to learn information about .	Leadership culture, effectiveness, conversion culture, honesty, manners, integrity, religiosity, religiosity, kindness, humility.

Introduction

In the introduction of the article, the development of any society, the rate of development of all countries depends on the level of morals, education, behavior and moral perfection of the leaders who live in this country and lead it. It is known from history that where the spiritual and educational activities are high, the level of culture, manners and moral perfection is high, and the educational and educational activities are rationally implemented, then the criteria of social justice of the society are rapidly developed.

There are three important foundations of a democratic legal society in independent Uzbekistan. These are: economic, political and spiritual. The stronger and stronger these foundations are, the brighter our future will be, and most importantly, the faster society will develop. In this regard, the President of the Republic of Uzbekistan Sh.M. Mirziyoev said "The more active the leader, the higher the level of renewal and development in the society" [1].

If we go deeper into the essence of the management system, we will see that it is rich in various tests and hardships. Big or small, no matter what position he holds, the question of what every leader should know and what qualities he should have in order to approach his work at the required level while leading in educational institutions is always a cross question.

Paying attention to the theoretical aspects of the article, the leader must have a good knowledge of modern educational technologies along with the methods of managing the pedagogical team and have enough recommendations on how to constantly improve them, as well as have a good grasp of the information on learning management methods by dividing them into groups. In addition, in the article, the emotional-volitional characteristics of the psychology of the leader and employee, as well as the

successful implementation of each type of the leader's labor activity, are reflected in specific pedagogical situations. In addition, the will characteristics of the leader: initiative, determination, stability, lack of stability, boldness, diligence are defined and their content is explained. It can also be seen that the forms of the leader's experiences, the leader's voluntary action stages, the formation of the leader's character, the demands placed on the leader's will and knowledge related to the knowledge and the process of knowledge are given sequentially and consistently.

Leadership in educational institutions is an art. The leader is a teacher, a coach, an educator of the nation, a person who belongs to eternity. As a result of his hard work, our future heirs will mature. Therefore, the attention directed to the leaders of educational institutions means the attention directed to the destiny of the Motherland. It is a great happiness for every leader to lead the Motherland, to be responsible for its future generation, every team, and to devote his whole life to leadership.

The spiritual-ethical and pedagogic-psychological culture formed in the leader is characterized by all the qualities acquired from the ancestors, as well as achieved by the older generation. The culture of a leader is the criterion of his leadership activity and development. It is necessary to increase one's own knowledge, level, and ability to take initiative to form the leader's leadership potential. Knowledge is a means for the leader to be able to limit his desires and to protect himself from external pressures and influences. To be more precise, to be a spiritually, psychologically and pedagogically formed leader is to be able to control oneself in any social environment, to be satisfied with creating a healthy working environment in the team one leads and in the general public, and to treat people sincerely. A spiritually formed leader can find the will and courage to actively fight against evil, injustice, law violations, and traitors in the social life in which he lives. That is why our mature scientists consider it appropriate to study the spiritual-ethical and psychological-pedagogical culture of leaders by dividing them into the following stages.

Paying attention to the practical aspects of leadership, in this regard, we will highlight the specific types of culture of behavior in the teacher's work, the priority of universal values in entering into communication and organizing it, and the specific features and functions of pedagogical communication in the coverage of the topic "Culture and psychology of teacher activity and pedagogical tact and pedagogical ethics". , provides knowledge on the essence and characteristics of pedagogical ethics, as well as on teacher's ethics and pedagogical tact. This knowledge is strengthened during practical and seminar training. At the end of the subject, the student's knowledge is checked through tests or other assignments. The topics of each module are presented to students in this way, they form knowledge and skills in this subject, develop the feelings of a future teacher leader, and develop their pedagogical competence [2].

In this regard, today the following requirements are imposed on the participants in pedagogical management, that is, the leader-teacher:

- deep knowledge of one's subject and adequate mastery of its methodology;
- to have a broad scientific outlook and deep faith;
- deep understanding of social need and moral necessity;
- deep understanding of social and civic duty;
- to be socially and politically active;
- love his profession and students;
- to be mentally and pedagogically intelligent and strive for innovation;
- deeply study the history, national values and traditions of their people and promote them;

- possess qualities such as pedagogic observation, organization, demandingness, determination, restraint, truthfulness, self-control;
- must be fully capable of his profession and possess pedagogical tact (decency).

Management culture of the leader in the educational institution, every pedagogue-teacher working in the educational system to direct all his knowledge and experience to the improvement of the educational system is an important issue today.

When we talk about the types of competences and qualifications of the leader, we should know the following in this regard.

The types of teacher's professional competence are as follows:

1. Professional. 2. Personal. 3. Universal. 4. Cultural. 5. Special.

Professional competence

- ☐ To have knowledge of pedagogy and psychology;
- ☐ Work on oneself;
- ☐ Ability to plan, evaluate and feedback the educational process;
- ☐ Ability to understand the needs of students and employees;
- ☐ Formation of motivation in students and employees;
- ☐ Knowledge of ICT;
- ☐ Bringing innovation to the educational environment;
- ☐ Perfect knowledge of his subject;
- ☐ Knowing one of the foreign languages.

Stages of formation of professional competence:

1. Self-analysis and understanding of the necessary things;
2. Planning self-development, setting goals and tasks;
3. Self-expression and correction of shortcomings.

Personal competence of the leader:

- Communicativeness;
- Tolerance;
- Leadership;
- Activity, initiative;
- Flexibility;
- Healthy lifestyle;
- Responsibility;
- Business;
- Humanitarianism.

Researcher A. Nosirov emphasizes the importance of competence in leadership management, expresses his opinion and mentions the existence of competences in management:

1. Standard competence - that is, the ability to define innovative tasks related to activity;
2. The main competence is the ability to define innovative tasks related to this activity;
3. Sufficient competence, the ability to create new types of professional activity;
4. He states that professional competence is having knowledge of pedagogy and psychology, working on oneself means forming motivation in students.

Researcher D. Timurov recommends the following principles for applying the knowledge of educational institution management to practical activities:

1. Unity of consciousness and activity. This principle means mastering the knowledge of the management of the educational institution and applying it in practical activities.
2. Scientific and ideological management of the educational institution. This principle is managed in accordance with the high idealism and scientific basis of management;
3. Consistency and integrity of management in educational institutions. This principle implies that the effectiveness of leaders is a democratic action;
4. The leadership of the educational institution has humanitarian characteristics. This principle represents public interests and personal interests on the basis of social activity;
5. A comprehensive (complex) systematic approach to the management of educational institutions. This principle unites the employees of the educational institution on the basis of one social activity;
6. Orientation of the management of educational institutions to a specific goal. This principle is explained by the organization of activities based on the directions of the educational institution's activity in the social movement;
7. Ensuring the opinion and independence of the subjects of the educational process, as well as their personal characteristics, in the management of the educational institution. This principle organizes the activities of the participants of the pedagogical process, shows the rejection of authoritarian management and teaching in democratic management.
8. The priority of democratic principles in the management of educational institutions. This principle reflects the ability of management to respect the personality of employees, not to interfere with their rights and goals.

We discussed above the main principles of management of modern educational institutions in the educational management system. Based on many years of scientific research, he presents his thoughts on the management of educational institutions. "Pedagogical activity management is defined as organizing the planning of the pedagogical process, monitoring and analyzing the results of stimulation.

So, today the word "management" has been modernized and enriched with the word "management". Today our president Sh.M. Mirziyoyev's attention to school education, namely, the year 2024 as "the year of human dignity and quality education", gave a great inspiration to teachers and pedagogical leaders of all secondary schools and encouraged young people to selflessly work by managing the education system in order to improve the quality of education.

School leaders working in accordance with the rules of "Management" feel the reforms in the field of education today and organize work based on the rules of modern competence, strong instructional leadership, clearly defined goals, creative results expected from teachers, the necessary environment for learning, teaching, students and the class. observation, family, school, neighborhood cooperation ties are strengthened. New scientific research requires the organization of leadership work based on the initiative of a prosperous neighborhood, a prosperous home, and a model family. "Management culture" is a qualitative synthesis of administrative social and psychological processes of the leader in the successful implementation of professional and workmanship.

The time spent by the leader is to improve the activities of the educational institution, coordinate the activities of pedagogical staff, determine the necessary measures to organize the educational process on a scientific basis, strengthen and develop the material and technical base, establish scientific-practical cooperation with other organizations, by higher organizations It is the time spent on participating in various organized events and gatherings, talking with parents of students in all extra-

curricular situations, that is, at home, on the street and in other organizations, and for all school activities, whether it is mental work or physical work.

It is necessary for the heads of the educational institution to analyze their activities in the distribution of working hours, to divide the days of the week according to the characteristics of the tasks to be performed, and to have a daily regulation for the efficient use of free time. Basing the work regulations of the educational institution on the basis of the leaders in determining the daily schedule does not affect the personal plans of other employees of the institution and has a positive effect on labor productivity.

Leaders need to take into account the goals of the educational institution as well as the goals of management when developing the regulations that they must follow during their management activities. Because the characteristics and directions of the tasks performed to achieve each goal differ from each other, the performance of a certain task may have a negative effect on the timely completion of another task or create problems that require additional time. For example, if there is a need to reorganize the management system in an educational institution, that is, how much time will be needed to restore the effectiveness of the activity, if it affects the mood of the entire team members, and how much time will be needed to restore the effectiveness of the activity, if the renewal of a deputy head or specialist depends on how it affects the mood of the entire team. It is necessary to take into account whether the time and labor spent on these works will pay off. It is necessary to determine the purpose of the tasks performed in the administration, to determine the level of importance of the tasks performed according to the purpose, and to determine which of them are extremely important for improving the institution's activity, and which can be performed step by step.

When managers analyze their daily work, how much time did I spend on a specific task or a similar task, what mistakes did I make and how long did it take to correct those mistakes, how much important work did I accomplish during this extra time? Finding answers to questions such as could be important in the correct allocation of time and improvement of activities.

A specialist with professional skills should constantly enrich his knowledge, be a master of new skills. This, in turn, ensures competence. Technologies used by the teacher during his pedagogical activities. the combination of methods and methods will increase his pedagogical experience, as well as increase his pedagogical competence, knowledge, skills, knowledge, and reputation in the field of pedagogy.

1. In short, all the qualities necessary for a leader are his professional skills, proper use of time, full knowledge of the conditions of the educational institution and, based on the essence of his activity, full knowledge of the time necessary for leaders, that is, the full knowledge of the duration of many tasks that must be performed. should be able to show that today's development, socio-economic changes implemented in the short term, are the basis for the development of the educational system.

2. Tasks such as organizing the educational process on a scientific basis, developing and improving it, applying advanced pedagogical experiences, new pedagogical and information technologies to the educational process, and using scientific and technical achievements in practice are necessary for all educational institutions, and these do not set a certain deadline, because the sooner it is absorbed, the better. When planning such work, the leaders analyze the activities of the members of the entire team, by whom, when and how these tasks will be performed, how long they will take, what conditions are necessary for the implementation of these tasks, what experiences other educational institutions have in this direction, etc. it is considered appropriate to implement them after finding answers to a number of questions.

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