

## SOCIAL- PSYCHOLOGICAL ASPECTS OF PERSONAL COMPETENCE IN EDUCATIONAL MANAGEMENT

Utamurodova Gulchehra Norboyevna

Jizzakh State Pedagogical University, Senior Lecturer of the  
Department of Distance Education in Pedagogy-Psychology and Music

Mailing address: utamurodova5131@mail.ru

### ABSTRACT

In this article, the management of an educational institution is a complex process, its components are the correct selection of goals and tasks, the study and in-depth analysis of the achieved level of educational activity, a rational planning system, and the organization of the activities of educational institutions. information is given about important processes such as the selection of optimal methods of increasing the level of education and training, the composition of students and professors, and effective control.

**Keywords.** Management, personality, competence, social environment, psychological process, motive.

In the modern practice of managing the educational system, personal competence is determined by the increasing role of the factor. The analysis of this practice shows that there are the following contradictions in the professional activity of the heads of educational institutions:

- between the objective, constantly growing requirements of practice for the personality of the head of the educational institution and the lack of a comprehensive theory that reveals the personality of the head of the educational institution;
- important features of the phenomenon of his personal and professional development; between the pursuit of effective activity in conflicting conditions and the existing educational model characterized by limited choice;
- between individual strategies of personal and professional development of heads of educational institutions and the discrete-local nature of the existing system of training and professional development of management personnel.

All this requires a scientific understanding, taking into account the personal and professional development of the heads of educational institutions, the interaction of the structural and functional organization of their personality and professional activity.

While solving the problem of improving the quality of the educational process, the figures of pedagogy (V.A. Kalney, D.Sh. Matros, N.N. Melnikova, D.M. Polev, S.E. Shishov) consider quality as a social, psychological and pedagogical category.

One of the important trends characterizing the new stage of implementation in the higher education system is the understanding that the quality of education strongly depends on the personality of the leader who can master the principles of new management philosophy and teaching activities. This implements the following principles:

1. the principle of universality,
2. the principle of priority areas of childhood protection;
3. the principle of cooperation,

4. the principle of optimalism;
5. the principle of pedagogical superiority of activity,
6. the principle of psychological and pedagogical tolerance;

In addition, the philosophy of the management system of the educational institution operating in the development mode includes the selection of the leading principles of the management of the educational process:

- the principle of directing education and training to the development of the individual;
- the principle of humanization of relations between the participants of the educational process;
- the principle of democratization;
- the principle of humanization of education;
- the principle of differentiation and mobility of education;
- the principle of continuity.

In view of the wide range of problems, stress and erosion of traditional values, the modern leader should be familiar with management methods: administrative, economic and socio-psychological methods. They encourage teachers to focus on the quality of teaching, which is an indicator of the quality of the entire educational process.

However, the groups of methods presented in the practice of managing an educational institution do not always work, which hinders the professional development of teachers, the mode of development of a preschool educational institution and its competitiveness. educational process.

Until now, in the practice of pedagogical management, there are top managers who use the old method of influencing team members - the "carrot and stick" method. In our opinion, this management method should be compared with a group of methods that help to have a socio-psychological influence on the team of teachers, to motivate team members for the quality of teaching work.

We believe that managers often perform routine tasks that can be monitored and accounted for and do not require high skill. This does not solve the problem of encouraging the members of the teaching staff to improve the quality of their work.

Understanding that the teacher values the salary, we used it as a motivation to improve the quality of teaching work in our management activities.

#### **Examples of the main motives include:**

Personal growth: opportunities for professional development, growth prospects, creativity, self-awareness, self-expression;

A sense of participation: information about the activities of the educational institution, its development prospects, collegiality in decision-making;

Interest and challenge: work that requires skill, creativity, increasing responsibility, competitiveness.

**Socio-psychological methods of management:**

- planning the social development of the team, using various forms of collective and individual incentives, preserving and developing team traditions, learning and directing labor motives, ensuring more meaningful, independent work;
- encourage the search for personal meaning in the type of activity;
- setting specific new work goals for subordinates;
- collegiality in making management decisions.

**Motivation regulators:** working conditions: workplace ergonomics, design, low noise level, aesthetics. Rewards: decent salary, additional payments and awards for teaching activities, social package. Security: feeling the importance of one's work, respect, recognition, approval of colleagues and supervisors, psychological comfort.

The effectiveness of the developed system of motivating team members to improve the quality of educational work was evaluated according to the following criteria:

- creative ability of specialists of preschool educational institutions to create and produce new concepts and ideas, to design and model them in practical forms of activity;
- cultural-aesthetic development and education, which implies the intellectual and emotional development of the teacher and a high level of cultural literacy;
- openness of the teacher's personality to new, different, dissent, based on personal tolerance, flexibility and panoramic thinking.

The presented socio-psychological methods of managing the teacher incentive system can be adapted to the conditions and capabilities of other types and types of educational institutions. This shows their practical importance for management activities and solves the problem of improving the quality of pedagogical work in the higher education system.

Solving the theoretical and practical problems of educational institution management is becoming increasingly stronger due to humanization and democratization, the role and importance of protecting human rights and freedoms, the development of market relations, and the formation of new social structures and forms. Therefore, in order to effectively influence the work of subordinates, a modern leader must have a deep understanding of the psychological foundations of management. Although these mechanisms are still not well understood, the available results of scientific research can significantly expand the manager's ability to create conditions that help to form the interest of team members in the effective work of the organization.

The implementation of the achievements of the science of psychology in the practice of school management should be considered as the most important reserve for increasing the efficiency of solving many practical problems faced by education, pedagogical personnel and society as a whole. And in this sense, this work gives people who participate as subjects of school management an opportunity to understand some psychological foundations of management and improve the effectiveness of the organization based on them.

The analysis of the literature on the issues of school management and the study of the experience of management shows that at present, the personality of the director of the educational institution, his qualities and work efficiency, as well as the modern, rapidly changing requirements, are not paid enough attention. Society imposes on him. In general,

management, - he writes, - is understood as an activity aimed at making decisions, organizing, controlling, regulating the object of management in accordance with the established purpose, analyzing and summarizing the results based on reliable information. And management within the school, in his opinion, is "the purposeful, conscious interaction of the participants of the integrated pedagogical process based on knowledge of its objective laws to achieve an optimal result."

Defining the concept of "management", we agree that management is a system of coordinated activities (measures) aimed at achieving important goals.

Today, since the philosophy of "influence" in school management is being replaced by the philosophy of "interaction", "cooperation", we will try to define the concept of "teaching staff management" through the concept of interaction. So, the management of the pedagogical team means the systematic, systematic, conscious and purposeful interaction of management subjects at different levels in order to ensure the effective operation of the educational institution.

Thus, the effectiveness of any organization, including a high school, depends on the team management style. Management style reveals the personal qualities of the leader. Therefore, it is necessary to address the leader's personality in order to increase the effectiveness of the institution's activities. By developing and improving the personal qualities of managers, changing the leadership style, you can increase the efficiency of the work of the educational institution.

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