

2-28-2019

## DEVELOPMENT OF MANAGERIAL SKILLS IN FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM

Nazokatkhon Kobiljonovna Tojibaeva  
*Tashkent State Pedagogical University, nazokat8725@mail.ru*

Follow this and additional works at: <https://uzjournals.edu.uz/cjedu>

 Part of the [Educational Psychology Commons](#)

---

### Recommended Citation

Tojibaeva, Nazokatkhon Kobiljonovna (2019) "DEVELOPMENT OF MANAGERIAL SKILLS IN FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM," *Central Asian Journal of Education*: Vol. 3 , Article 1.  
Available at: <https://uzjournals.edu.uz/cjedu/vol3/iss1/1>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Central Asian Journal of Education by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact [brownman91@mail.ru](mailto:brownman91@mail.ru).

## **DEVELOPMENT OF MANAGERIAL SKILLS IN FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM**

**Tojibaeva Nazokatkhon Kobiljonovna**

**Phd student, Tashkent State Pedagogical University, Tashkent, Uzbekistan.**

**E-mail address: nazokat8725@mail.ru**

**Abstract:** The article is devoted to analysis of educational issues of spiritual, moral education, educational management and educational management problems. As we know, Education management today is associated with the concept of "pedagogical management." It is shown that the loss of spirituality, in fact, the loss of humanity, spirituality has always been a companion of future pedagogical. At the dawn of human evolution, spirituality has become a spring actuating mechanism humanization of future pedagogical.

**Keywords:** Educational management, knowledge, discipline, erudition and methodological competence, organization, position, responsible, effective.

### **Introduction**

Teacher as an effective manager Functions of modern teachers and teachers compared to the past, he now chooses educational and methodical literature that allows you to simulate the technology of training and education, to provide a learning process in the development of educational programs in which colleagues study, and most importantly: organizer of cognitive activity of students. A management organization close to the position of director of an educational institution, however, every teaching staff is excellent for all employees. Organizer, initiator, strategist, communicator, analyst, researcher and assistant in administration and personnel. Pedagogical process as an organization of students' cognitive and developmental activities, OV Akulova, E.S. Zair-bey, V.N. Maximova, S.A. Pisareva, E.V. Piskunova, A.P. Teacher training is carried out in two directions: the participation of teachers in educational policy at two levels: at the school level (when designing an educational program); the level of the local community, the country (with participation in social and pedagogical discussions on current problems of modern school and education;

An effective manager is an enterprising manager who is ready to offer something new and take responsibility for the results of his decisions. The director of the Shelter as a responsible initiator determines the direction of innovation at the structural, status and strategic levels. The number of innovations according to synergetic theory should be approximately equal to 10% of structural and functional changes, more highly innovative systems can be mastered only by a highly organized system, and conservatism and the absence of innovations block development.

The teacher as a communicator, the coordinator of the subjects of the pedagogical process is most often responsible for the effectiveness of the pedagogical interaction in the areas of teacher - student, student - student, teacher - parent.

In theory and practice of education, there is an increase in the desire for understanding the holistic pedagogical process from the standpoint of management science, giving it a scientifically based character. Managing this process is a purposeful, conscious interaction of its subjects based on the knowledge of objective laws for achieving an optimal result [12]. Education management today is associated with the concept of "pedagogical management."

The English word "management" (management) is not translated into Russian word for word. It is accepted to be translated as "management", and "manager" - as "leader". Initially, the word "management" meant the art of controlling horses and came from the verb to manage, which roughly means "go around horses" and, in turn, goes back to the Latin manus - "hand".

The application of management is not limited to the scope of business. The management activities of any sphere, in particular, education, can be attributed to his postulates and theoretical propositions

The goal of management is the formulation and application in any organization and field of human activity of general management principles, which include: the definition of management goals and objectives; development of

specific activities to achieve them; division of tasks into separate types of operations, distribution of work; coordination of interaction between various departments within the organization; improvement of the formal hierarchical structure, optimization of decision-making processes and communications; search for adequate motivation, etc. From a functional point of view, it acts as a process of planning, motivation and control, which are necessary for the formation and achievement of a goal [9].

Management is a mental work, as a result of which the management process is carried out. The management process is the continuous implementation of sequential actions from forecasting future activities, setting goals and developing ways to achieve them, and analyzing their actual results [6].

Management is viewed from various approaches: as "the ability to achieve goals, using the work, intellect, and other people's behavior motives"; "management, function, type of activity on the management of people in a variety of organizations"; "areas of human knowledge that helps to carry out this function" [7, p. 5-6].

### **Materials and methods**

A number of factors contributed to the emergence of the term "management" in the theory of Russian pedagogical science and practice:

- application of scientific approaches and technologies of modern management in various areas of management, including in the management of educational systems, due to their versatility;
- the integration of the world experience into the theory of education management is facilitated by the identification of the terms "management" and "management".

Pedagogical management can be considered as a special branch of management, which has its own specifics and patterns inherent only in it. The specificity of pedagogical management consists in the exclusiveness of the subject, products, tools, and the result of the labor of the manager of the educational process. The subject of labor of the manager of the educational process is the

activity of the subject of management, the product of labor is information about the educational process. The instrument of labor is the word, speech. The result of labor is the level of literacy (training), upbringing and development of the object of pedagogical management - the trainees [5].

The management of educational institutions at the level of the head in connection with the changes in the economy of the state were addressed in their research by scientists: K.Ya. Vasina, A.N. Ivanov, A.M. Lazarev, A.V. Lorensov, T.F. Loshakova, A.M. Moiseev, O. Moiseeva, MM Potashnik, OG Khomerik, V.V. Khokhlova, T.I. Shamov and others.

Considering various aspects of management understanding, L.V. Goryunova defines pedagogical management as "the teacher's managerial activities carried out in the classroom and aimed at achieving the goals of developing a child's personality ready for life in new social and pedagogical conditions" [2].

Researcher V.P. Simonov gave the definition of pedagogical management as a set of principles, methods, organizational forms and technological methods of managing pedagogical systems, which are aimed at improving their functioning and development [8, p. 3].

Thus, pedagogical management can be defined as a non-standard type of managerial activity of a teacher in a team of students, with the goal of organizing the educational process, managing educational information, organizing teaching and educational work and supporting the communication process for the formation of educational and cognitive activity of students, which ensures personal development and preparing students for life in new social conditions.

Researcher V.P. Simonov gave the definition of pedagogical management as a set of principles, methods, organizational forms and technological methods of managing pedagogical systems, which are aimed at improving their functioning and development [8, p. 3].

Thus, pedagogical management can be defined as a non-standard type of managerial activity of a teacher in a team of students, with the goal of organizing the educational process, managing educational information, organizing educational

work and accompanying the communication process to form educational and cognitive activity of students, which ensures personal development and preparing students for life in new social conditions.

A. Fayol in the XX century. for the first time singled out management functions - planning, organization, coordination, management and control. Over time, the range of management functions performed, supplemented, expanded and clarified.

When comparing teaching and management activities, it is possible to identify the coincidence of functions: motivational, constructive, organizational, informational, control and decision-making. When analyzing the actions that are required for the implementation of management in terms of changing the role of the teacher, it can be stated that the integration of managerial and pedagogical activities is expedient.

The content of the teacher's management as a subject of pedagogical management is reflected in the functions performed by him [8, p. 62].

Based on the general management functions, PI. Tretyakov singled out the following basic functions of the manager of the educational process:

- information and analytical - conducting self-analysis of personal management activities; analysis of information on the state and development of the educational process, the level of education of students;
- motivational-target - the choice of the purpose of the activity, the identification of strategic and tactical objectives; motivation of teachers and students to achieve the goal; transformation of motives into motives-goals;
- planning and forecasting - the creation of programs to achieve the goal; target planning;
- organizational and executive - the formation and regulation of a certain structure of organized interactions for the expedient achievement of a goal;
- control and diagnostic - fixing the conformity of the functioning and development of the system of educational work on the basis of compliance with state requirements and standards;

- regulatory and correctional - correction by operational methods, means and influences in the process of managing the pedagogical system in order to stabilize it at the planned level [10].

Modern education no longer needs a teacher, accustomed to act in accordance with the instructions and not capable of independent decision-making. The society needs a teacher as an organizer of the educational process, a person who can contribute to the process of solving urgent problems that arise in the student's life activity [11].

The teacher's readiness to perform professional functions, the harmonious unity of social attitudes and psychological and pedagogical training characterizes the teacher as a subject of management. Fundamental in the characteristics of the personality of the teacher are knowledge of the discipline, erudition and methodological competence.

The basis of pedagogical management was the formation of a new direction in the activity of a teacher. The peculiarity of pedagogical management lies in the awareness of the new role of the teacher in the development of the learner's personality as an organizer, advisor, "coach, and not a mentor" in the educational process. The subject of labor of the teacher as a manager of the educational process is the management activity, which is aimed at the learning and cognitive process of students, at the implementation of training. The use of methods of pedagogical management presupposes the ability of the teacher to manage pedagogical situations, the process of socialization, the learning and cognitive process and the behavior of students, which is one of the main components of the activity of a modern teacher.

Researcher V.P. Simonov gave the definition of pedagogical management as a set of principles, methods, organizational forms and technological methods of managing pedagogical systems, which are aimed at improving their functioning and development [8, p. 3].

Thus, pedagogical management can be defined as a non-standard type of managerial activity of a teacher in a team of students, with the goal of organizing

the educational process, managing educational information, organizing educational work and accompanying the communication process to form educational and cognitive activity of students, which ensures personal development and preparing students for life in new social conditions.

A. Fayol in the XX century. for the first time singled out management functions - planning, organization, coordination, management and control. Over time, the range of management functions performed, supplemented, expanded and clarified.

When comparing teaching and management activities, it is possible to identify the coincidence of functions: motivational, constructive, organizational, informational, control and decision-making. When analyzing the actions that are required for the implementation of management in terms of changing the role of the teacher, it can be stated that the integration of managerial and pedagogical activities is expedient.

The content of the teacher's management as a subject of pedagogical management is reflected in the functions performed by him [8, p. 62].

Based on the general management functions, PI. Tretyakov singled out the following basic functions of the manager of the educational process:

- information and analytical - conducting self-analysis of personal management activities; analysis of information on the state and development of the educational process, the level of education of students;

- motivational-target - the choice of the purpose of the activity, the identification of strategic and tactical objectives; motivation of teachers and students to achieve the goal; transformation of motives into motives-goals;

- planning and forecasting - the creation of programs to achieve the goal; target planning;

- organizational and executive - the formation and regulation of a certain structure of organized interactions for the expedient achievement of a goal;

- control and diagnostic - fixing the conformity of the functioning and development of the system of educational work on the basis of compliance with state requirements and standards;

- regulatory and correctional - correction by operational methods, means and influences in the process of managing the pedagogical system in order to stabilize it at the planned level [10].

Modern education no longer needs a teacher, accustomed to act in accordance with the instructions and not capable of independent decision-making. The society needs a teacher as an organizer of the educational process, a person who can contribute to the process of solving urgent problems that arise in the student's life activity.

The pedagogical problem, as will be explained below, is at the very center of a new point of view on the human psyche. So the new psychology to a much greater extent than the previous one is the foundation for pedagogy. The pedagogical problem is at the very center of the new psychology. The doctrine of conditioned reflexes is the foundation on which a new psychology should be built. The conditioned reflex is the name of the mechanism that takes us from sociology to biology and allows us to find out the very essence and nature of the educational process. What pedagogical problems does acceleration pose? You can explore pedagogical problems, relying on various positions: idealistic and materialistic, religious and secular, choose one or another pedagogical view as the main criterion. But at the same time, one thing must remain common to all pedagogical research - this is a humanistic paradigm. The researcher-teacher should understand well that at the center of his research the main value is the Person with his dignity and potential and the interests of pedagogy as a science, first of all, are aimed at protecting the interests of each person. Briefly outline the pedagogical problem to which the article is devoted. The main requirement for this pedagogical problem should be a wide range of adaptive task opportunities. For each student, his difficulty must be commensurate with individual intellectual abilities. Among the

industries involved in pedagogical problems of adults, higher education pedagogy is rapidly progressing. The aesthetic dimension of the pedagogical process and the important pedagogical problems of aesthetics need a new quality of relations between pedagogy and aesthetics. Congenital blindness or deafness is a more complex pedagogical problem than other types of defectiveness. In this case, the child is not affected by any one executive organ, but by the perceiving organs, through which the enormous importance of communication with the outside world is established

The problem of the content of education in a number of other pedagogical problems has always been in the first place. And this is understandable: humanity at all stages of its development had to decide what and how to teach the younger generation. Differences in approaches to solving the most acute pedagogical problems reflected the interests of different social circles and were especially pronounced in the process of finding ways to create the so-called labor school.

Mastering the fundamentals of building technological processes is a common pedagogical problem of teaching most professions

Ensuring scientificness in teaching students is connected with solving important pedagogical problems. So, if the volume of scientific knowledge is constantly progressing, is it possible, without changing the terms of study, to support the training of specialists at the modern level of science. Unfortunately, in practice, sometimes the approach to this problem is purely quantitative. Working as a veterinarian, K.I. Scriabin repeatedly returned to pedagogical problems.

It should be noted that the very requirement of clarity of presentation is a large and complex pedagogical problem, which is proved by the works of Ushinsky himself. Naturally, fostering the unity of communist beliefs and practical actions is one of the important pedagogical problems of higher education. In the student years, solid foundations of unity of beliefs and actions are laid down and must be formed, a harmony of views and thoughts with the specific practice of the student is brought

up. This is explained by the understandable desire of a mathematics teacher or methodologist to contribute not only to the solution of pedagogical problems, but also to mathematics itself. In the absence of scientifically substantiated problems and mathematical erudition in the scientific field, this leads to attempts to solve problems such as Fermat's great theorem, trisection of the angle, or attempts to create side branches, about which Klein writes. This should be blamed not so much on a teacher or methodologist as on professional mathematicians and popularizing mathematicians who did not bother to develop a problem that was accessible and interesting for the broad problems of mathematics lovers and at the same time of some interest to modern science. [18]

These two institutions have become for the Criminal Procedure Code not only an excellent material base, which provided a good level of technical solution to pedagogical problems, but also a non-stopping source of highly qualified creative personnel, equally infinitely devoted to children and the latest brainchild of electronics and computer technology.

His work, begun back in 1953 in the laboratory for the study of systems, was not initially associated with pedagogical problems. In order to take into account the influence of these factors on the quality of scientific and technical personnel, it is necessary, in addition to solving the problem of creating a system of advanced scientific training of specialists, to solve the pedagogical problem of its informatization on the basis of the existing experience of informatization of the education system. And at this time, teachers read in the central press reports that there was a teacher V.F. Shatalov who brilliantly solved this complex social and pedagogical problem: he changed the teaching system in such a way, developed such a Shatalov method that allows all students without exception learn high school grades. Here is how Shatalov's experience is characterized in one of the first articles where an attempt was made to analyze it: The Soviet school is now faced with the daunting social task of giving secondary education to everyone.

The socio-economic and political factors of the first twenty years of recent history, complicated by wartime conditions, have led to serious changes in the school's

activities in approaches to pedagogical problems. The first wave of school reforms of this period occurred mainly in the post-war years (1918 - 1922) and was associated with increased centralization of school management and the extension of primary school education in most countries. The expansion of the base of primary education was caused by the need to solve many economic and political problems. The main task of general pedagogy is not the development of practical skills, but the formation of the ability of pedagogical thinking - the ability to perceive pedagogical phenomena in their problematic nature, scientifically soundly solve pedagogical problems and master them in practice. A similar approach to the student, which should be brought to such a position and to such a view on this issue, indicates the complexity of this task.

They have their own specifics compared to any other discipline, but this specificity usually refers to the methodology of teaching foreign languages, which cannot be addressed, remaining within the framework of the general pedagogical problems of teaching at a higher school

His merit in the development of pedagogical thought consists primarily in the fact that he fully embraced pedagogical knowledge, including the physiological, psychological, philosophical, historical and pedagogical aspects proper, P.F. Kapterev introduced a new comprehensive concept - the pedagogical process, which allowed us to more deeply develop pedagogical problems.

We have seen that they are not enough for teaching physics. Thus, the pedagogical problem of scientifically grounded and consistent use of the laws of theoretical thinking in the theory and practice of training arises. Some aspects of this broad and multilateral problem, grouped around generalizations at the level of physical theories and the physical picture of the world, are discussed below.

The dissatisfaction of the bureaucratic circles with the policy of the liberal minister led to the fact that the reform of the school did not receive further development. However, the search for a solution to acute pedagogical problems continued and was reflected in the development of private and public initiatives to create schools

of a new type, which could provide the developing industry with cadres of production managers and sufficiently knowledgeable workers in it.

The increase in the volume of many branches of mechanics due to the successful research work of large teams of scientists and engineers, the discovery of new previously unknown laws of mechanical motion require a critical review of existing programs in the course of theoretical mechanics. In the future, we will discuss some practical suggestions on pedagogical problems that are closely related and naturally flowing from the updating of the content of classical mechanics that is happening today.

The increase in the volume of many branches of mechanics due to the successful research work of large teams of scientists and engineers, the discovery of new, previously unknown regularities of mechanical motion, require a critical review of existing programs in the course of theoretical mechanics. In the future, we will discuss some practical suggestions for pedagogical problems that are closely related and naturally flowing from the updating of the content of classical mechanics that is happening today

For well-known reasons, which we will discuss below, experimental studies of pedagogical problems in our country were suspended in the mid 30s and were revived only in the 70s. In what relationship is the team and its asset, especially the headman, the Komsomol and others - a very important pedagogical problem. It is known from the general theory that an asset is accountable to the collective, bears full responsibility to it, and in its activities relies on the support of the collective. To clarify the issue, the nature of the relationship between the group's asset and the collective at the philological and biological faculties of the second and fourth courses was studied. It turned out that by the nature of the relationship between the asset and the group, the entire asset is very visibly divided into two, not always in the same proportion, parts.

Bacon, which relied on Y.A. Comenius and Cartesian philosophy, which became the basis for Jansenists to solve pedagogical problems, were essentially similar: the center of gravity of learning shifted from the amount of memorized knowledge

to a rational method of learning, developing the ability to observe and think independently. A lot of works have been written about socialist competition and criticism and self-criticism; these important issues are systematically covered in the press; therefore, we restrict ourselves to analyzing mainly pedagogical problems of using these methods in educating students.

The development of expert systems began to be used as a cognitive tool relatively recently. Lippert [Lippert, 1988], who is one of the pioneers in using expert systems as cognitive tools, argues that assignments to create small rule bases are very useful for solving pedagogical problems and structuring knowledge for students from sixth grade to adults. At the same time, studying becomes more meaningful, since students evaluate not only the process of thinking, but also the results of this process, that is, the knowledge base obtained. Creating a knowledge base requires students to be able to separate facts, variables and rules related to the relationships between the components of the field of knowledge.

As the experience of the Faculty of Economics has shown, the effectiveness of such education is increasing. Simulation games increase the motivation of learning, make the process of learning precisely the acquisition of knowledge. The most important pedagogical problem is being resolved. When we teach a student or schoolchild, the main condition that is necessary is a person's desire to learn

The attitude of education to both the humanities and the natural sciences should take this interdependence into account. It should not be aimed at dividing the natural sciences that study nature and literature, leading the annals of human aspirations, but should facilitate the mutual fertilization of natural sciences and various humanitarian disciplines, such as history, literature, economics, and politics. Such an attitude will simplify pedagogical problems that exist now, when, on the one hand, sciences are trying to teach special information and purely technical skills, and on the other hand, humanitarian disciplines are presented completely in isolation. The third moment leads us directly to the old pedagogical problem, which has recently lost its sharpness; it is usually called the problem of formal discipline. This idea, which found its most vivid expression in the Herbart

system, boils down to the fact that for each subject of study a certain meaning is recognized in the sense of the general mental development of the child. Different objects from this point of view have different values in the sense of the mental development of the child.

More difficult is the creation of software that will be used by students as a complement to the core course. Such a program should be easy to use and reliably protected from any unexpected input. Since these programs are intended for more or less classical learning processes, no special pedagogical problems arise. But how can the general in pedagogy be known and brought to the consciousness of students as the general, remaining in the sphere of only the abstract general. From the theory of knowledge it is known that the general can be revealed and made available if we proceed from its specific relationships. The teacher of general pedagogy has the task - by analyzing specific phenomena, highlight the general statements of pedagogical problems and accumulated experience in such a way that the statement of theoretical general pedagogical problems is preserved, that it is deepened and only as such is brought to the students' awareness. Consequently, the presentation of general educational issues in the teaching process is primarily an epistemological and, in addition, a didactic-methodological problem. A methodology for the presentation of general pedagogical experience has not yet been developed. But for the development of higher education pedagogy, the problem of methodological mastery of pedagogical problems is of the same importance as for the other scientific disciplines. On the other hand, it is obvious that neither mathematics nor cybernetics alone can create a pedagogical theory, that meaningful pedagogical research is a necessary prerequisite for using formalization in any of its manifestations. But pedagogical phenomena are so complex, respectively, their concepts reflecting them are so ambiguous that the difficulties of formulating pedagogical problems in the language of mathematics and cybernetics are extremely great. It is much easier to limit oneself to general phrases about the benefits of cybernetization and mathematization; but this kind of literature, important and necessary at one time, during heated debates about the

very possibility of using mathematical and cybernetic methods in pedagogy, is now completely unnecessary

For Kant and Mill, for Herbart and Spencer, education aims primarily to realize in each individual the defining signs of the human race as a whole, bringing them to the highest degree of their possible perfection. As an obvious truth, it was argued that there is one and only one upbringing, which, excluding any other, is the same for all people, whatever the historical and social conditions on which they depend; and it was precisely this abstract and sole ideal that the educational theorists sought to define. It was assumed that there is one human nature, the forms and properties of which can be determined once and for all, and the pedagogical problem is to find how the educational impact should be carried out in relation to the thus defined human nature. Of course, no one ever thought that a person immediately, as soon as he enters into life, becomes what he can and should be. It is too obvious that a human being is formed only gradually, in the process of slow formation, which begins at birth in order to end only in adulthood. But at the same time, it was assumed that the noted formation only actualizes potential opportunities, releases latent energies that already existed, were embedded in the physical and mental body of the child. The educator therefore does not have to add anything substantial to the creation of nature. He does not create anything new. Its role is limited to preventing these existing potencies from atrophying due to inactivity, from deviating from their normal direction, or from developing too slowly. We had to conduct many discussions (in a wide audience and in a friendly atmosphere at the round table) with a number of specialists - scientists and engineers, who argue and prove that theoretical mechanics is a well-formed field of knowledge in which there can be no big discoveries. Theoretical mechanics is understood by some as a kind of multiplication table that you need to know to work in other, more mobile (and less clear) areas of science and technology. Engels, that in the XVIII century the laws of mechanics were formulated once and for all and modern

Often microcomputers are used in a training laboratory to collect and process data. Interface connectors with most laboratory instruments are not too complicated (see

section 2.2.2.6), but they require a noticeable rise in price for each workplace. At the same time, only one machine is needed to process all the results of a whole group of students. Data processing programs are simple and do not create pedagogical problems. This, of course, is one of the areas from which it is better to start using microcomputers in chemical education. Combining the collection of current data with its processing is extremely effective for improving student lab work. It is well known that the solution to these problems must be approached with a justified combination of substantive, evidence-based and methodological. We have to pay attention to this because in the concrete solution of these problems significant deviations arise. These primarily include the tendency of separation of form from content. In proposals and works on the measurement of the educational process, the measurement problem as a pedagogical problem is often not studied, but is considered as a field of study with certain unambiguous indicators. Such a consideration essentially turns into a mechanical transfer of the provisions of the general theory of measurements, the theory of correlation, randomization to the educational process without any didactic and psychological justification. They simply take foreign or domestic literature on the theory of measurements (Suppes, Zines, Stevens, Nalimov, Fishber, etc.) and transfer its content to the educational process, believing that this is the way to solve the problem.

These were external factors that influenced the change in the nature of school practice. But there were also factors associated with the development of pedagogical science — the introduction, under the influence of positivism, of new methods of studying pedagogical problems, the strengthening of the tendency to differentiate the branches of pedagogical knowledge, and the aggravation of mutual criticism of representatives of various philosophical and pedagogical directions

The modern educational environment is unthinkable without the use of electronic products in training. The market for educational services in Russia is filled with electronic textbooks, the targeting of which, at first glance, is determined by their creators. Most often, they are distinguished by a good design, which indicates a

professional approach to the design of electronic products. However, the general drawback of electronic textbooks today can be considered the didactic lack of thought in embedding in the educational process, the absence of an addressee (most often it is not clear who is the main user of the electronic product - a student, teacher, methodologist, parents, just curious people), which suggests that the pedagogical problems of building and using electronic textbooks at various stages of the learning process are not only not solved, but sometimes not posed, which clearly affects the quality, leads to failure ebovannosti results of work of a huge army of programmers.

Studies devoted to the analysis of any particular principle of didactics are more numerous. However, there is no fundamental here either - when analyzing (postulating or justifying) any principle, one should not lose sight of the system into which this principle is included as part. Klafki. The pedagogical problem of elementary and the theory of categorical education [200] and others. In them, one of the principles prevails, but its place in the system of others is not defined.]

A special merit in the field of pedagogy belongs to A. S. Makarenko, who combined the scientific, theoretical and aesthetic and artistic methods of analyzing pedagogical processes and highlighting the state of pedagogical work. He masterfully demonstrated the unity of scientific, theoretical and aesthetic analysis of pedagogical phenomena as a methodological principle of pedagogy. The secret of his personality and his enormous activity is probably that he was equally a practitioner, theorist and artist. He put on his many deepest ideas in the form of literary and artistic works: an essay, essay, story, novel, poem, screenplay, play. It can be assumed that there are pedagogical problems for the solution of which only one theoretical analysis and image are not enough.

### **Result and discussion**

The teacher's readiness to perform professional functions, the harmonious unity of social attitudes and psychological and pedagogical training characterizes the teacher as a subject of management. Fundamental in the characteristics of the

personality of the teacher are knowledge of the discipline, erudition and methodological competence.

The basis of pedagogical management was the formation of a new direction in the activity of a teacher. The peculiarity of pedagogical management lies in the awareness of the new role of the teacher in the development of the learner's personality as an organizer, advisor, "coach, and not a mentor" in the educational process. The subject of labor of the teacher as a manager of the educational process is the management activity, which is aimed at the learning and cognitive process of students, at the implementation of training. The use of methods of pedagogical management presupposes the ability of the teacher to manage pedagogical situations, the process of socialization, the learning and cognitive process and the behavior of students, which is one of the main components of the activity of a modern teacher.

One of the difficult and key problems of pedagogical theory and practice is the problem of personality and its development in specially organized conditions. It has various aspects, therefore it is considered by different sciences: age physiology and anatomy, sociology, child and pedagogical psychology, etc. Pedagogy studies and reveals the most effective conditions for the harmonious development of the personality in the process of training and education. In pedagogy and psychology on the problem of personality and its development, there were three main areas: biological, sociological and biosocial.

Representatives of the biological direction, considering the personality as a purely natural being, explain all human behavior by the action of the needs, impulses and instincts inherent in him from birth (Z. Freud, etc.). A person is forced to obey the requirements of society and at the same time constantly suppress natural needs. To hide this constant struggle with himself, he "puts on a mask" or the dissatisfaction of natural needs is replaced by occupations by some kind of activity.

Representatives of the sociological direction believe that although a person is born as a biological being, in the course of his life he gradually socializes due to

the influence on him of those social groups with whom he communicates. The lower the level of development of a person, the brighter and sharper their biological features appear, primarily the instincts of possession, destruction, sex, etc.

Representatives of the biosocial direction believe that mental processes (sensation, perception, thinking, etc.) are of a biological nature, and the orientation, interests, abilities of an individual are formed as social phenomena. Such a division of personality can not explain either its behavior or its development.

Modern pedagogical science considers the person as a whole, in which the biological is inseparable from the social. Changes in the biology of personality affect not only the features of its activities, but also on lifestyle. However, the decisive role is played by those motives, interests, goals, i.e. results of social life, which, defining the whole face of the personality, give it strength to overcome their physical disabilities and character traits (short temper, shyness, etc.).

Personality, being a product of social life, is at the same time a living organism. The relations of social and biological in the formation and behavior of an individual are extremely complex and have a different impact on her at different stages of human development, in different situations and types of communication with other people. So, courage can come to recklessness when prompted by the desire to attract attention (the natural need for recognition). A courage prompts another person to meet the difficulties of life, although no one but him knows about it. It is important to see the degree of quality. Excessive politeness, for example, can border on sycophancy, obedience - to be an indicator of passive fulfillment of requirements, indifference, and restlessness - to testify to the liveliness of interest, the speed of switching attention, etc.

## **Conclusion**

A person, as defined by L. S. Vygotsky, is an integral mental system that performs certain functions and arises in a person to serve these functions. The main functions of the individual are the creative mastering of social experience and the inclusion of a person in the system of social relations. All aspects of the

personality are found only in activities and in relationships with other people. Personality exists, manifests itself and is formed in activity and communication. Hence, the most important characteristic of the personality is the social appearance of a person, with all his manifestations connected with the life of the people around him.

There are differences in understanding the essence of personality development. Metaphysics consider development as a process of quantitative accumulation, as a simple repetition, increase or decrease of the phenomenon under study. The followers of dialectical materialism, when studying this issue, consider development as an inalienable property of nature, society and thinking, as a movement from lower to higher, as the birth of the new and the death of the old.

With this approach, personal development is a single biosocial process in which not only quantitative changes, but also qualitative changes occur. This complexity is due to the inconsistency of the development process. Moreover, it is precisely the contradictions between the new and the old, which arise and are overcome in the process of training and education, that are the driving forces of personal development. These contradictions include:

the contradiction between the new needs generated by the activity and the possibilities of their satisfaction;

the contradiction between the increased physical and spiritual capabilities of the child and the old, previously established forms of relationships and activities;

the contradiction between the growing demands of society, the group of adults and the existing level of personal development (V. A. Krutetsky).

These contradictions are characteristic of all ages, but they acquire specificity depending on the age at which they appear. The resolution of contradictions occurs through the formation of higher levels of activity. As a result, the child moves to a higher stage of its development. The need is satisfied, the contradiction is removed. But a satisfied need creates a new need of a higher order. One contradiction is replaced by another - the development continues.

In the process of training and education, general contradictions are concretized, acquiring brighter forms. These are contradictions between the requirements for pupils and their preparedness for perception and implementation of these requirements; between educational influences and "material resistance" (A. S. Makarenko). In the pedagogical process, there are also contradictions associated with the conditions for the development of society, and contradictions that arise as a result of deficiencies in educational work.

### References:

- [1]. Education Management R.H.Jurayev, S.T Turgunov. Toshkent.
- [2]. Arkhangelsk, S.I. Lectures on the theory of teaching in high school / S.I. Arkhangelsk. M.: Higher School, 1974. - 384c.
- [3]. Afanasyev, V.V. Management problem as an object of pedagogical research / V.V. Afanasyev, P.I. Pidkasisty // Pedagogy. -2001. -№5.-C 12-17.
- [4]. Akhmetova, L. Necessity of management / L. Akhmetova // <http://agroweb.unesco.kz/massmedia/pages/81.htm>
- [5]. Babansky, Yu.K. Selected pedagogical works / Yu.K. Babansky. -M.: Pedagogy, 1989. 560 p.
- [6]. Babansky, Yu.K. Optimization of the learning process, general educational aspect / Yu.K. Babansky. M.: Pedagogy, 1977. - 254 p.
- [7]. Babansky, Yu.K. Pedagogy / Yu.K. Babansky, V.A. Slastenin. M.: Enlightenment, 1988. - 479 p.
- [8]. Balakina, A.P., University Management Efficiency and Pedagogical Management / A.P. Balakina, N.V.Solntseva // Higher education today.-2002.-№10.-C. 12-15.
- [9]. Batyshev, S.Ya. Management of vocational training and advanced training of workers / S.Ya. Batyshev, A.G. Sokolov, A.I. Rabitsky. -M.: A.P.O., 1995. 208 p.
- [10]. Y. Bezrukova, B.C. Pedagogy / B.C. Bezrukov. Ekaterinburg: Publishing House Sverdl. engineer-ped. Inst., 1993. - 320 p.

- [11]. Belyaev, A.P. The didactic principles of vocational training in vocational schools: Method, manual / A.P. Belyaev. M.: Higher., 1991.-208 p.
- [12]. Belyaev, A.P. Integrative-modular pedagogical system of vocational education / A.P. Belyaev. St. Petersburg: Radom, 1996. -226 p.
- [13]. Belyaev, A.P. Development of the system of vocational education / A.P. Belyaeva // Pedagogy. 2001. - №8. - p. 3-8.
- [14]. N. Belyaev, A.P. Trends in the development of vocational education / A.P. Belyaeva // Pedagogy. 2003. - №6. - pp. 21-27.
- [15]. Bospalko, V.P. Fundamentals of the theory of educational systems / V.P. Bospalko. Voronezh: Voronezh University, 1997. - 204 p.
- [16]. Bospalko, V.P. The components of educational technology / V.P. Bospalko. M.: Pedagogy, 1989. - 192 p.
- [17]. Vasina, K.Ya. Technology development management and continuous professional self-development / K.Ya. Vasina, Yu.N. Petrov. -Novgorod: VILI, 1996. 298 p.
- [18]. Vantsova, T.Yu. Education manager: managerial and pedagogical features / T.Yu. Vantsova // Professional education. 2002. - №10. - p. 4.
- [19]. Varaksa, S.A. Modeling of professional training of specialists in integrative technical school: Diss.kand. ped. Sciences: 13.00.08 / S.A. Varaksa. N.Novgorod, 2006. - 161 p.
- [20]. Vasiliev, Yu.S. Economics and organization of university management / Yu.S. Vasilyev, V.V. Glukhov, M.P. Fedorov. SPb.: Publishing house "Lan", 2001.-544 p.
- [21]. Introduction to teaching / A.S. Robotova, T.V. Leontyeva, I.G. Shaposhnikova et al. M.: "Academy", 2000. - 208 p.
- [22]. Vesnin, V.R. Fundamentals of Management / V.R. Vesnin. M.: Institute of International Law and Economics. A.S. Griboedova, 1999. - 480 p.
- [23]. Vikulina, M.A. Personality-oriented approach in pedagogy: theoretical rationale and ways to implement / MA. Vikulina. N. Novgorod: NGLU them. ON. Dobrolyubova, 2004. - 296 p.

- [24]. Vikulina, M.A. Pedagogical technology in the activities of the teacher: a manual / MA. Vikulina, E.N. Dmitriev. N.Novgorod: NGLU them. ON. Dobrolyubova, 2005. - 283 p.
- [25]. Vikhansky, OS Management / O.S. Vikhansky, A.I. Naumov. M. : Gardariki, 2002. – 528
- [26]. Citizens, V.D. Philosophical beginning of the general theory of management. Methodological problems of social management / V.D. Citizens. -M. : Ros. Acad. state Service under the President of the Russian Federation, 1995. 114 p.
- [27]. Gusarova, N.F. Psychology of vocational education / N.F. Gusarov // <http://cde.ifmo.ni/~books/0062/113.html>
- [28]. Gusinsky, E.N. Introduction to the philosophy of education / E.N. Gusinsky, Yu.I. Turchaninov. M. : Logos, 2003. - 248s.
- [29]. Dakhin, A. Pedagogical modeling: the essence of efficiency and uncertainty / A. Dakhin // Public Education. 2002. - №2. -WITH. 18-22.
- [30]. Dikanskaya, M.N. Model of a specialist as a basis for monitoring the quality of vocational training / M.N. Dikanskaya, M.V. Shaporvalov // Professional education. 2002. -№11.- S.Z.
- [31]. Dobrenkov, V.I. Society and Education / V.I. Dobrenkov, V.Ya. Nechaev. M.Infra-M, 2003. - 381 p.
- [32]. Dryazgunov, K.V. About the manager of education / K.V. Dryazgunov // <http://education.rekom.ru/42004/19.html>
- [33]. Dyachenko, V. K. Organizational structure of the educational process and its development. -M. : Pedagogy, 1989. 160 p.
- [34]. Zhusupova, K.A. On the problems of introducing a quality management system in universities / K.A. Zhusupova // <http://conference.academy.kz/subj35.shtml>