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THE MODEL OF INTERACTION BETWEEN MANAGERS AND THE TEACHING STAFF

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Abstract: The article determines the conditions and results of the implementation of the interactive model management activities of the head of the preschool educational institution, reveals the essence of the interaction of managers of preschool education as a methodological phenomenon accompanying the resource system updates. The research in the article also determines the essence, principles, functions, structure of communication activities preschool managers who determine the specifics management impact on it. The author theoretically justified the formation resource of system updates in the preschool educational institution, developed and tested methodological tools for communication of managers in preschool education.

Keywords: preschool educational institution, qualities of the leader, the methodologist-tutor, interactive methods, situational approach, a problem situation, the theory and practice, education developing programs, communication activities.

INTRODUCTION

From the first days of independence of our country from the beginning to the specific goal of increasing the importance and prestige of the teaching profession. The work is carried out consistently, measures aimed at improving the living conditions of teachers measures are being taken. Today all of the attention and care on the educators and teachers by our state allows to show their performance to the full. By continuous research and creating the necessary conditions for them to organize the educational process at the level of modern requirements, on a scientific basis it also provides an opportunity for young professionals to join the

field of public education, which in turn is a new challenge for preschool leaders [2].

It is known that man is always growing, evolving and tends to enhance. Therefore, leaders of the whole pedagogical team need to understand correctly the theoretical essence of scientific study of the factors affecting the human fullness [1]. Every educator is different in their pedagogical activities and the perform variously under different conditions, community organizers and the influence of people. Educational institutions, current conditions, group of people who do the emotional environment in the community takes its toll to have strong influence on the development and formation of pedagogical personality, making benefits for society and in achieving the necessary goals.

MATERIALS AND METHODS

Stable functioning and further development of the system education, including each specific educational institution are a complex process influenced by many objective and subjective factors. Their success course, achievement of planned results largely depends on skills determine what, how and when to change in the existing educational practice. Today, it is obvious that that there is no other way of developing educational institutions, except through the innovation process, that is, through the process creation and development of specific innovations.

In our research, we will use a systematic approach in as a guiding principle in building a model of interaction manager and teaching staff, serving as one of the resources system update of the preschool educational institution. Agreeing in general terms with the version of the modern interpretation the concept of "model" in pedagogy as "an analogue of the pedagogical process, in which reflects its components and the interaction between them", while at the same time, we consider it necessary to correct our position on this question. A model is a material or mentally imagined process, which, when examined, replaces the original object, so that it direct study gives new knowledge about the object - the original.

In accordance with the indicated mechanism modeling in the general model of manager interaction and the teaching staff can be divided into the following components: target, need-motivational, meaningful, organizational and activity, managerial, evaluative effective. [8,78-80]

The target component is of utmost importance and plays a key role in our model. Dwelling on the significance of this component, it is often called the value-semantic core of activity, its main integrating factor. The organization of communication activities the teaching staff is primarily associated with the definition of its goals. The goal is understood as the ideal desired description of the end the result of communication, while the clarity and specificity of the goal allow determine the end result of communication. A necessary condition for formulating a joint the purpose of communication activities are the results of the problem analysis of an educational institution with the designation as a result of its main, or key, problems. This procedure assumes exclusively the collective nature of the activity, at least of the majority of the members the teaching staff of the educational institution. [9,102]

Thus, the target component of our model assumes a certain procedure with access to a jointly developed and adopted the goal of collective action. The need-motivational component. Effectiveness communication of the teaching staff, that is, the degree of collective implementation of the intended goals, depends on the formation of motives in members of the teaching staff to solve the problems of their educational institution through innovation. The need-motivational component is expressed in the level of readiness of teachers of an educational institution to communicative activity. When determining this level, the following components are distinguished: motivational-value, cognitive, creative, procedural.

Content component. When determining the specifics of the content the communicative activity of the teaching staff, in our opinion, it is necessary to keep in mind the following groups of factors that determine it. First! is related to the implementation of the main purpose (mission) educational institution; the second -

with the achievement of collective goals joint activities of the teaching staff; third – with the achievement of individual (personal) goals by members of the pedagogical team; the fourth - with the satisfaction of educational needs students, their parents, the closest social environment. Organizational and activity component. This component, together with the target, it plays the role of a backbone factor the proposed model of interaction between administration and pedagogical collective.

In general, the activities of the teaching staff can be different depending on the way it is organized. In this regard, one can single out activities of individual subjects in a team, joint activity, collective activity. Organization of communication activities of pedagogical the team can take place in various forms. Optimal are pedagogical and methodological advice of an educational institution. The effectiveness of the organization of communication activities will be higher, if active and interactive methods are used, such as “brain assault ”, the method of nominal groups, methods of expert assessment, etc. [10]

Choice of content and methods of organizing activities the teaching staff is directly dependent on its main functions. In pedagogical science, the following are distinguished interrelated functions of the teaching staff - internal and external. The internal function is associated with the fact that the teaching staff acts as a subject of its own development. External function the teaching staff consists in the pedagogy of the environment educational institution of the environment, in turning it into a factor purposeful education. It is also noted that the possibilities the teaching staff in the implementation of its educational functions depend on the level of its development and on the tasks solved in a particular period. The success of the implementation of the listed functions largely depends on management of the teaching staff and the level of its organization self-government.

Management component. Organization of communicative the activity of the teaching staff is a controlled process. To determine the features and specifics of the organization of an innovative activity, we need to identify the essence of

management component of the developed model. To the competence of the head of an educational institution in the process of organizing the communication activities of pedagogical the team may meet the following basic requirements:

knowledge of the basics of communication, the ability to create positive motivation for team members, creating conditions under which they will no longer resist opponents of innovations, etc.

Creation of conditions for the development of an educational institution, achieving them, especially in the context of changes, competitive advantages, contribute to a reassessment of views on content, role and meaning innovation management. In our research, we base ourselves on the point of view, according to which all communications must solve the problems of a specific educational institution, that is, to be a means, not an end in itself. In this regard, the communication process becomes manageable, and the key the role in it belongs to the heads of educational institutions. Organization of communication activities of pedagogical the team will be more successful and effective if the management of this the process will include the management team of the educational institutions, as well as some members of the teaching staff.

Inclusion in management characterizes, in our opinion, the degree the influence of members of the teaching staff on the accepted administration decisions regarding plans for the development of educational institutions. We emphasize that all accepted management decisions that ensure the development regime must be collective, because only this condition provides a quick, successful and reliable inclusion of the majority of members of the teaching staff in communicative process. Thus, communication management of pedagogical the team will be more successful and efficient if:

- the problem analysis of the educational institution was competently carried out and its main task is correctly defined;
- determined the level of readiness and unambiguous understanding measures and their consequences to solve the identified problem;

- to participate in the development of measures to address the main problems involved at least a quarter of the members of the teaching staff;
- in the planning and implementation of plans, priority is given to collegial forms of decision making.

The evaluative-effective component of the organization of the communicative activities of the teaching staff is designed to diagnose the course and the result of the innovation process. As a result of a well-planned communication activities of the teaching staff in educational institution, he himself develops. When determining the system of criteria and indicators of influence innovative activities of the teaching staff for its development we believe that they will contribute to the formation of an objective picture innovative activities, will determine in the future specific forms and methods of achieving the planned goals. Efficiency is defined by us as “the ratio of the achieved result (according to one criterion or another) to the maximum achievable or pre-planned result”.

Presumably, the criteria and indicators of the development of pedagogical the team in the process of innovation are as follows: motivational: the need for members of the teaching staff in solving the problems of their educational institution through innovative activity; willingness of teachers to engage innovative activities; striving for implementation in work practice your educational institution of new ideas and methodological developments; the formation of the motive for self-education; lack of anti-innovative barriers; an increase in the number of teachers with sustainable motivation for transformations; increasing the activity of teachers in the adoption and implementation decisions regarding the strategic development of educational institutions; - target: the members of the teaching staff have personal goals, focused on the general strategic goals and objectives of their educational institution; joint development and involvement in a socially significant goal of an educational institution, which "becomes the core of innovation"; the orientation of the goals of organizing innovative activities on solving real problems of an educational institution; awareness and assignment of goals and prospects by

members of the teaching staff (planned result) of the activity of the educational institution;

- cognitive: the members of the teaching staff have knowledge, skills necessary for the implementation of innovative activities; joint! development of intermediate and final criteria and indicators of the implementation of innovative activities and the achievement of it result;

- creative: openness of members of the teaching staff to new in pedagogical theory and practice; desire to develop new private methods and technologies of teaching and upbringing; readiness for creative use of existing advanced teaching experience and the results of experimental development in relation to achieving the planned goals of your educational institution; critical relationship to existing, including your own experience pedagogical activity;

- communicative: improving moral and psychological the climate in the teaching staff; reducing the number of conflict situations; development of relations of cooperation and mutual assistance between members of the teaching staff; developing consistency in their actions; strengthening emotional unity; increase in the number teachers participating in collective activities, both formal and informal, regardless of their age, pedagogical seniority, etc.

RESULTS AND DISCUSSION

The presented model of interaction between the administration and the teaching staff allows us in the future to approach consideration of the process under study in the experience of the activities of pedagogical teams of various educational institutions. The organizational structure of the system of interaction between the administration and the teaching staff can be depicted as a diagram (model), where, in addition to the subjects, connections between them, relations, coordination are shown. As can be seen from the model, at the first stage of innovation there is an accumulation of incoming information about innovations. In this situation, it is important to create an innovative background in the teaching staff with taking into account existing innovations, create a database of new

programs and technologies, about materials from the experience of various types of preschool institutions to avoid randomness, inaccuracies in information about innovation. [6,135]

The next stage is the assessment of information about the innovation. Assessing it, it is necessary to assume the implementation of the Law "On education", which guarantees the safety of the child's life. This is where the assessment of possible alternatives takes place, the need, the importance of innovation. [1] The next block of our model involves the creation of conditions for creative activity of teachers. Creative sensitivity to pedagogical innovation is associated with the openness of the inner world a teacher of culture, society, with his intellectual initiative, pedagogical intuition and improvisation. Creating an innovative climate that allows educators to be creative, is closely related to the transformation of material technical support of pedagogical progress, since none of programs cannot be implemented without creating a developmental Wednesday. After understanding the existing innovations and creating conditions for creative activity in the team, the next block is included - the block goal setting. This is where the hypothesis, tasks, concept is clarified, development of a general sequence of their solution. Right goal formulation ensures high development efficiency innovative activity in the team.

The implementation block involves the definition of participants (implementation of the goal) of the innovation process with different attitudes towards innovation and the very bearer of the innovation. The form is also defined here organization of innovation implementation (goal realization) [7].

The attestation commission assesses the level of professional training, competence, results and quality of work of managers and preschool teachers; is an incentive to increase pedagogical qualifications of kindergarten specialists, an incentive development of innovative processes in them.

The second level of the presented structure is the level of substituents head for educational work, economics, health improvement and catering, HR department

and management methodologists. The content of the activity of this level is the definition of tactics development and development of technologies for introducing innovations into work practice kindergartens.

The main task of the deputy head for educational - educational work - the organization of experimental, scientific and methodological, research work in preschool institutions. Deputy head for upbringing and educational work analyzes the available opportunities of preschool educational institutions in the field of implementation of innovative changes and opportunities for future development; predetermines development trends innovation processes, the consequences of the introduction of innovations in pedagogical process; plans to study, compile and disseminate pedagogical experience of preschool educational institutions, events to improve the skills of participants in innovative processes; system of scientific, methodological and research work in within the framework of the management of childcare facilities, activities for relations with educational structures of the region; monitors the performance progress of innovation processes, their compliance with programs and plans development.

Deputy heads for other areas (economics; health improvement and catering, HR department) provide conditions for the implementation of innovative processes in teaching staff through the coordination of financial and economic activities of preschool educational institutions, the use of new programs and technologies in the field of life protection and children's health, organization of rational nutrition, determine the main directions of personnel policy, preparation of a reserve of managers preschool educational institutions.

Methodists: Provide direct assistance to managers of preschool institutions in the implementation of development programs and use new technologies, organized under the leadership of the deputy chief for educational work effective activities professional associations and creative groups, coordinate joint activities of participants in innovative processes, advise heads of preschool educational institutions and specialists on fundamental issues of implementation of innovative

processes. Methodological documents that provide innovative, research, experimental activities and other technologies for the implementation of innovation processes were developed. The information center, among other tasks, provides promotion of innovative processes occurring in preschool educational institutions, the introduction of various programs, developments new technologies and copyright techniques among teachers, parents, population, production workers of the plant through publications in the media mass media (city and factory newspapers, television, radio).

The third level is the level of preschool managers' educational institutions. This level defines the strategy development of a specific preschool institution. This includes the manager, teacher-methodologist, scientific supervisor. The head creates conditions for the creative growth of teachers of her team, the opportunity to engage in research and experimental work. The teacher-methodologist organizes the system methodical and investigative work in preschool educational institution, advises educators and specialists on issues implementation of innovative activities in kindergarten. Develops methodological recommendations for teachers on the use of new technologies and copyright programs. Scientific adviser carries out coordination of scientific and methodological research in pedagogical collectives of preschool educational institutions, provides scientific advice on the theory and methodology of school education, helps leaders and teachers in mastering innovations, methods of research, experimental work in the development of copyright programs.

The fourth level is the level of preschool educators and specialists in areas. In terms of content, this is the level of operational management at which schools of excellence are created, schools for inexperienced educators, counseling centers, psychological service, methodological and other associations. At this level, the following are mandatory: teacher's activities; mastering scientific and practical innovations; examination of new technologies of teaching, upbringing and development, as well as activities for the implementation of advisory, forecast,

monitoring, expert functions.

The fifth level is children of preschool institutions. This is the one the level for which the entire structure is being built. In recent years, in the field of domestic preschool education started talking about the formation of social behavior in children in the spirit democratic values and norms. Each child is unique and so beautiful. The child has the right to his own self, to the ability to respect and appreciate yourself, show yourself and your skills in various circles for interests, studios, during organized classes.

CONCLUSION

Thus, the presented multi-level implementation structure goals in, models of interaction between the manager of the preschool educational institution and the pedagogical the team is characterized, first of all, by the implementation of modern approach of "multi-role participation in activities", when as an object management is not only the management of the management and the kindergarten, but and the teaching staff that is involved in the development of plans, discussing the progress of work to develop a solution.

The presented structure is not focused on autonomous, mastering innovations independently of each other, and for the implementation of all of them aggregate as an integral complex within the framework of the presented model. Considering this model, we note that the data of the receiving block the result presupposes the determination of the teacher's technological readiness, related to the generalization of their experience, establishing contacts with educators and innovators. Here comes the search for new solutions in standard conditions of their own activities, new copyright programs.

On the whole, result block data is carefully analyzed professional teaching staff, are determined positive and negative points, tested on effectiveness and

safety for children, suggested for further implementation. If you need more information, perhaps to define new goals and objectives there is back connection with the first block of receiving information about innovations. The block for analyzing the obtained result forms, in addition, positive orientation of needs, motives, interests to exploring alternative approaches to teaching and raising children. The teacher realizes the need for self-improvement: appears the desire to study other approaches to the problem of interest to him, desire to go to courses, participate in seminars, etc. For this, the same information from the first block is required. Finally, our proposed interaction model managers and teaching staff is a necessary resource system updates in the preschool educational institution.

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