

**PROFESSIONAL EXPERTISE OF SCHOOL LEADERS: A KEY TO EFFECTIVE
PEDAGOGICAL TEAM MANAGEMENT**

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Abstract: In this article, the goals and objectives of pedagogical pilot - test work on improving the effectiveness of effective management of the pedagogical collaboration in general secondary schools were formulated, the course of pedagogical pilot - test work was described, the results describing the initial state of professional competences of the leader were analyzed.

Key words: pedagogy, pedagogical collaboration, competence, communicative competence, pedagogical education; multilevel training, teacher-manager, leader, secondary education, school.

Introduction. The personality and activity of the leader has become an object of research in various fields of science. This is explained by the attempts of scientists to find some common components in the portrait of a modern and successful manager, to identify personal qualities necessary not only to formulate requirements for the professional competence of the manager, but also to effectively manage. In management theory, this is one of the main problems, which is natural, since the effectiveness of the organization largely depends on the level of knowledge of how to solve the management tasks of the manager. Many scientists conducted studies to determine the set of qualities and abilities that an excellent leader should possess (F.Taylor, A.Fayol, D.Francis, M.Woodcock, G.X.Popov, Y.V.Radchenko). The founders of Management Science are F.Taylor and A.Fayol cites in his works the qualities and abilities that a perfect leader must possess. F.Taylor defines a set of leadership qualities: intelligence, knowledge, experience, politeness, spiritual strength, hard work, honesty, common sense, health (Frederick Taylor, 1911). A.Fayol places the qualities of an ideal manager in the following order: healthy and physical endurance; ability to intelligence and mental performance; moral qualities; conscious, strong and firm will; Activity, diligence and, in some cases, courage; courage, responsibility, sense of Duty, concern for common interests; an important circle of General Knowledge; Management attitude; general acquaintance with everything related to production; ownership of deep competencies (Henri Fayol, 1923).

The problem of effective management is addressed through the reputation of management activities in the work of British management consultants Mike Woodcock and Dave Francis. In their opinion, effective management puts specific requirements on the leader: the ability to manage oneself, rational personal values, clear personal goals, problem-solving skills; the ability to ingenuity and innovation, the ability to influence others; knowledge of modern management approaches; the ability to manage, train and develop subordinates, the formation and development of effective working groups. Scientists who have formed specific requirements for an effective leader, in addition to personal qualities and abilities, include in the list a cognitive component – special management knowledge (Li Yakokka, 2001).

There were attempts at a scientifically based answer to the question of the qualities of an effective leader in the 30s from the “theory of properties” position, according to which the best managers have a certain set of qualities common to everyone.

Literature review. Analysis of the literature on the problem shows that attempts have been made to create models of the personality of an effective leader, which include complexes of qualities, abilities grouped on different grounds. In the 60s, a number of works describing the features of management as a type of activity (E.E.Vedrov, O.V.Kozlova, I.M.Mangutov, Ya.V.Radchenko)

some qualities of the personality of the leader are considered. E.E.Vedrov emphasizes among the qualities of a modern leader: Organization, Organization, high work culture, accuracy, efficiency, proper distribution of time, the ability to organize a working day, high demand for oneself and subordinates, respect for team members, humility, simplicity, humanity, the ability to correctly accept criticism and self-criticism, foresight and correctness (Vedrov, 1990). Most researchers (I.S.Mangutov, G.X.Popov, L.I.Umansky) state that the modern leader should be an organizer, innovator, educator, psychologist, sociologist, experienced specialist and a qualified specialist who is well versed in the scientific foundations of Labor Organization and management (Popov G., 1998).

The research method. The research methods include description and classification, semantic data interpretation, methods of graphical representation of data, ranking as well as content analysis. The received results can be used in the development of competence of pedagogical field of knowledge, ability to have an active influence on the development process and self-development of social and valuable characteristics of the personality of leaders of the educational environment.

Theoretical grounding on systemic leadership. Leadership has been found to have a modest though significant effect on school achievement (Mortimore et al., 1988; Silins and Mulford, 2002) though it is still the second most influential variable affecting achievement after teaching (Leithwood et al., 2006). Leadership effects are largely exerted within the school and mainly indirectly through influencing the adults who affect the children (Leithwood et al., 1999). Providing intellectual stimulation, supplying professional development and other support, developing a vision of and focus on learning with others, creating a strong professional learning community through team commitment to learning and achievement – these are the key ways that leaders have exerted their effects on learning, achievement and performance among students.

Understanding the term “positive professional and personal development of teachers” is based on a number of psychological and pedagogical concepts. First, Regarding the research of professional development within the framework of the personality-developing approach carried out by the research group led by L. M. Mitina, they use the term “professional development of the individual” and understand such development as professional knowledge, skills, qualifications and the formation and integration of the qualities and abilities of the individual, which are considered very important in labor (professional). This leads to a fundamentally new structure of the inner world of a person, to the creative self-realization of the individual in the profession (Mitina, 2010).

The trend of the development of modern pedagogy is to enrich its conceptual apparatus and expand the range of pedagogical concepts, which is due to the peculiarities of the connection of pedagogy with other disciplines. According to researchers, when pedagogical ideas influence the development of specific issues in private scientific research, there is an inverse effect of pedagogy on a number of disciplines (Mikhlskiy, 2001). Such an influence makes it possible to develop oneself by expanding the boundaries of the use of scientific and pedagogical tools to study the pedagogical aspects of non-specific objects of pedagogy.

The key challenge of school improvement today, then, is for school administrators to become leaders who develop and raise high level achievement by working with, learning from and influencing the behaviours of others within and beyond their schools. Instead of being managers who implement policy, school administrators will increasingly need to become leaders of their schools who can also exercise leadership in the environment beyond their schools, and articulate the connection between the two. The educational leader of the future, therefore, will increasingly be a system leader as well as a school leader. The statement emphasizes the shift from school administrators being mere managers who implement policies to becoming leaders who can develop and raise high-level achievement. Here’s a breakdown of the key points and implications:

Leadership Development: The focus is on developing school administrators into leaders. Leadership skills are essential for driving improvement within schools.

Achievement Enhancement: The ultimate goal is to raise high-level achievement among students. Administrators are expected to play a crucial role in achieving this goal.

Collaboration and influence: Emphasizes the importance of working with, learning from, and influencing the behaviors of others. Collaboration is key in achieving school improvement.

Beyond School Boundaries: Administrators are encouraged to extend their influence beyond the confines of their schools. This involves engaging with the broader educational environment and community.

Connection between school and environment: Articulating and understanding the connection between the school and the external environment is crucial. Administrators should be able to navigate and lead within both spheres.

System leadership: The educational leader of the future is described as a "system leader" in addition to being a school leader. This implies a broader role in influencing and contributing to the overall educational system.

Adaption to changing educational landscape: Acknowledges the evolving nature of education and the need for administrators to adapt. Leaders should be equipped to handle changes within and beyond their immediate school context.

They are expected to go beyond traditional managerial roles, embracing leadership, collaboration, and influence both within and outside their schools. This broader perspective positions them as integral contributors to the improvement of the entire educational system. The key challenge of school improvement today, then, is for school administrators to become leaders who develop and raise high level achievement by working with, learning from and influencing the behaviours of others within and beyond their schools. Instead of being managers who implement policy, school administrators will increasingly need to become leaders of their schools who can also exercise leadership in the environment beyond their schools, and articulate the connection between the two. The educational leader of the future, therefore, will increasingly be a system leader as well as a school leader (Andrew Hargreaves, Gábor Halász, Beatriz Pont 2007).

What do we mean by system leadership? Various contributions help us understand the nature and significance of this concept and strategy:

Leading learning organisations. Leading a learning organization is an ongoing process that requires a commitment to adaptability, collaboration, and a shared vision for continuous improvement. Effective leaders in learning organizations create the conditions for individuals and the organization as a whole to thrive in an ever-evolving landscape.

Leading learning communities. Leading learning communities involves fostering a collaborative and supportive environment where individuals collectively engage in continuous learning and knowledge-sharing.

Distributed leadership. Distributed leadership is a leadership model that emphasizes the sharing of leadership responsibilities and decision-making across multiple individuals or teams within an organization. Instead of relying solely on a traditional hierarchical structure with a single leader, distributed leadership recognizes that leadership can emerge at various levels and in different forms throughout the organization.

Leadership succession. Leadership succession refers to the process of identifying, preparing, and transitioning individuals into key leadership roles within an organization. A successful leadership succession plan ensures continuity, stability, and the ability of the organization to thrive even as leadership changes.

Sustainable leadership. Sustainable leadership refers to a leadership approach that focuses on long-term success, resilience, and positive impact while considering the well-being of individuals,

organizations, and the broader community. Sustainable leaders prioritize ethical practices, environmental responsibility, social justice, and economic viability.

Research and discussion. The published data on the Diagnostic and methods of the effectiveness of the director's leadership methods and communication channels with the pedagogical team made it possible to expand and revise the diagnostic tools for assessing the competence of the leader's targeted management of the pedagogical team. Methods of the second stage: analysis and synthesis of experience-forming, empirical data; assessment of the influence of the leader on the pedagogical community; content-analysis, study and generalization of pedagogical experience.

During the generalization phase (academic year 2022-2023), the results of experimental research work were published; final diagnostic correction was carried out; the results were re-checked; experimental data were systematized, the results of the work were formalized. The main task of the last stage was to correct and clarify theoretical conclusions.

In the generalization stage, methods of querying (questionnaire, conversation); study of the results of activities; theoretical analysis and synthesis; statistical methods were used.

The result of the analysis of educational programs in the context of the process under study made it possible to determine if there are three types of problems that prevent the head of the educational organization from effectively forming the targeted management of the pedagogical community.

First of all, the various psychic characteristics of the members of the pedagogical community.

Secondly, in the purposeful management of the pedagogical community, the fact that the leaders do not have enough information from management theories and international experiences, and it has not been used in practice.

Thirdly, not enough attention was paid to the targeted management of the pedagogical community by the leaders of educational organizations; communication channels were not sufficiently developed and were formed only indirectly; more attention was paid to management competence in general. Leaders have not always clearly expressed the peculiarities of the pedagogical community. At the same time, there is no doubt that in the formation of an educational organization and a pedagogical community, innovative processes have significant differences.

In addition, the analysis of the organization of the process of targeted management of the studied pedagogical team allows us to highlight a significant drawback, that is, it is from the participants in the process that the leader defines only those commands that come from above as acting and commanding, and the pedagogical team, given the role of a passive object and executor of the management process,

The procedure for selecting members of experimental and control groups was provided every three years by seminars and trainings to the directors of general secondary education schools in the provinces. During the entire period of experimental research work, not a single leader took part in the workshop sessions on his own initiative. Accordingly, the groups were relatively homogeneous. The formation of the demand of school leaders for seminars or trainings (motivation, targeted management of the pedagogical community, development of communication channels, setting goals of an educational organization, interest in increasing the level of skill, awareness of their own goals) was studied through a bliss questionnaire. Leaders were asked to answer the following questions:

Represent the short-term and long-term goals of the general secondary school you are leading.

What do you understand when it comes to setting a goal correctly in the targeted management of the pedagogical community.

How do you assess the effectiveness of management of the pedagogical community.

Express what communication channels are effective with them in managing the pedagogical community.

A similar request was then used by each leader at the beginning of interaction with the pedagogical community as part of a specific additional education program.

Response analysis showed a low level of educational requirements for leaders to purposefully manage their pedagogical community. Most survey participants could not clearly state the characteristics of the pedagogical team, what they want, the mechanisms of their targeted management, the effectiveness of management, the essence of leadership styles, the goals of managing the pedagogical team in their educational organizations. All of them argued that there was a need to purposefully manage the pedagogical community, but many were limited to the idea that such a need existed. As evidence, it should be noted that 23.2% of leaders defined effectiveness in the targeted management of the pedagogical community as: solving the general problems of the educational institution in cooperation with the pedagogical community; about 9% - the director must always insist on what he will do to the pedagogical community. The majority of survey participants named their goals achievable with a pedagogical team, in which 27% unconditionally obeyed the orders of the leader; 22.7% attributed the absence of conflicts in the pedagogical team; only 13.6% - simply set the normative norm, which depends only on the leader. At the same time, "can you achieve efficiency in your educational institution without the support of the pedagogical team with the closest people in the pedagogical team?", the answers to which allow us to note that not all leaders have formed a unified, cooperative, real demand for the formation of a team oriented towards real specific goals. 45% of respondents answered yes to this question; of these, about 18% agreed that without a true pedagogical community, the school could not have its goals, that is, those who argued that without the formation of a cooperatively developing, cohesive community, the overall goals of the school could not be realized.

The analysis of the targeted management of the leader's own pedagogical team made it possible to distinguish three target groups:

the first group IS leaders (27.2%) who view the development of a general secondary education school as a need for a qualified, collaborative pedagogical community;

the leaders of the second group associated active educators in the pedagogical community with achieving the goals of the school (36.4%);

the third group includes leaders who consult with the community and view leadership by democratic means (36.4%).

An assessment by leaders of the educational organization of its readiness to lead the pedagogical team ("do you purposefully lead the pedagogical team?" answer to the question) it turns out that only 40% say yes, I manage the pedagogical community on the basis of goals, almost 12% find it difficult to answer, and 48% find it difficult to manage the pedagogical community more often.

Interestingly, many of those who responded positively were experienced leaders. Perhaps this is due to the high level of self-esteem and even the self-esteem of the leaders. This conclusion was confirmed in comparison with self-assessment and answers to a number of questions, which makes it possible to determine the level of scientific knowledge of management, the experience of using management functions and communication channels and technologies.

In the process of observation, the following characteristics of the leader were observed: awareness of modern management and management concepts; diversity and correctness of management and speech culture; motivation for the performance of reflexive abilities, intellectual qualities (independence, specific thinking), personal qualities and skills (responsibility, bargaining ability, Ability to agree), manifestation of strong-willed qualities (readiness to fulfill legal norms; acceptance of the content of requirements in school management in a market economy).

To determine the completeness, consistency and other characteristics of knowledge about management, various methods were used: perception of seminar materials (questions of leaders,

participation in conversation); expression of relevant concepts; participation in negotiations, discussions, Business games; management of the pedagogical team and solving educational problems.

In addition, to determine the need for the formation of competency in existing skills, personal experience and personal management, we conducted an additional survey, which showed that leaders have experience; not enough experience, but have theoretical knowledge; made it possible to identify areas with problematic aspects of their activities.

The results of the study showed that most leaders do not distinguish leadership competence as an independent element of their professional competence. In particular, they argued that the leader should be able to interact with parents, working with good marketers of the concept of development of an educational organization, education and education of students.

Thus, when examining pedagogical conditions for the effective functioning of the model for the development of economic competence of heads of preschool educational organizations in the process of professional development, diagnosing results at the stages of identification and control of experience, it was found that, according to all the selected criteria, the audience of the experimental group performed much higher. This was confirmed by a quantitative analysis of control and experimental group data obtained using the statistical criterion of Pearson (χ^2) (X-square). As a result of our research, at the end of the experimental work, the effectiveness of the levels of assimilation of its listeners in the experimental group was 1.16 (16%) higher. This suggests that the research work carried out is effective.

Conclusion. Opinions about the benefits of conducting collective activities in the pedagogical community are diverse and sometimes contradictory. Community has a positive impact on certain aspects such as improving teacher productivity, professional development and learning opportunities, job responsibility, reflection in academic activities, and reducing the over-pressure of work. It is possible to form and develop an effective pedagogical team by developing important professional competencies of the head of the school.

Thus, the level of formation and development of the pedagogical community will depend on the innovative activities of the pedagogical community, how the culture of the pedagogical community is organized. At the same time, the higher the level of innovation activity and community culture, the greater the chances of the leadership of the general secondary education school to influence the formation of the pedagogical community can be seen. At the same time, the higher the level of development of the pedagogical community, the more efficiently it is possible to organize innovative activities, thereby ensuring the continuous development of the pedagogical community, individual teachers and the entire educational institution.

An important feature of the team is that it recognizes itself as a pedagogical force, believes in the ability to provide education, upbringing and other influence to its members, demonstrates purposeful activity in influencing everyone and especially to help, support, improve professional skills, overcome difficulties.

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