

THE EFFECTIVENESS OF PRACTICAL TRAINING IN DEVELOPING  
MANAGERIAL SKILLS OF GENERAL SECONDARY EDUCATION INSTITUTION  
LEADERS

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**ANNOTATSIIYA:** Ushbu maqolada umumiy o'rta ta'lim muassasalari rahbarlarining menejerlik ko'nikmalarini rivojlantirishda amaliy treninglarning samaradorligi tahlil qilinadi. Rahbarlik faoliyatida strategik rejalashtirish, jamoani boshqarish, qaror qabul qilish, monitoring va motivatsiya kabi boshqaruv elementlarining o'rni yoritib beriladi. Shuningdek, amaliy treninglar orqali rahbarlarda nazariy bilimlarni real boshqaruv jarayonlariga tatbiq etish imkoniyatlari ko'rib chiqiladi. Tadqiqot natijalari asosida amaliy treninglar rahbarlarning professional salohiyatini oshirish hamda ta'lim sifati va boshqaruv samaradorligini kuchaytirishda muhim mexanizm ekanligi asoslanadi.

**Kalit so'zlar:** umumiy o'rta ta'lim, maktab rahbari, menejerlik ko'nikmalari, amaliy treninglar, boshqaruv kompetensiyasi, strategik rejalashtirish, ta'lim sifati, pedagogik jamoa, monitoring va baholash, liderlik salohiyati.

**АННОТАЦИЯ:** В статье анализируется эффективность практических тренингов в развитии управленческих навыков руководителей общеобразовательных учреждений. Рассматривается роль таких элементов управления, как стратегическое планирование, управление педагогическим коллективом, принятие решений, мониторинг и мотивация в деятельности школьного руководителя. Также изучается возможность применения теоретических знаний на практике посредством тренингов. На основе полученных данных делается вывод о том, что практические тренинги являются важным механизмом повышения профессиональной компетентности руководителей школ, а также улучшения качества образования и эффективности управления.

**Ключевые слова:** общее среднее образование, руководство школой, управленческие навыки, практические тренинги, управленческая компетентность, стратегическое планирование, качество образования, педагогический коллектив, мониторинг и оценивание, лидерский потенциал.

**ANNOTATION:** This article analyzes the effectiveness of practical training in developing managerial skills of leaders in general secondary education institutions. It highlights the role of key management components such as strategic planning, staff management, decision-making, monitoring, and motivation in school leadership. In addition, the paper examines how practical training enables school leaders to apply theoretical knowledge to real administrative situations. Based on research findings, practical training is identified as an important mechanism for improving professional competence of school leaders and enhancing the overall quality and effectiveness of school management.

**Key words:** general secondary education, school leadership, managerial skills, practical training, management competence, strategic planning, quality of education, teaching staff, monitoring and evaluation, leadership potential.



## INTRODUCTION

In today's highly competitive educational environment, the responsibility of school leaders for students' academic achievement, their overall development, and reducing disparities in learning outcomes among students from different social backgrounds has become extremely significant. When professional development (in-service training) is properly organized, it has a strong impact on school improvement, helps define school goals, and ensures a focus on students' behavior that influences learning. Therefore, school leaders need to continuously develop professionally in order to perform their duties effectively.

School leaders require professional development to meet the constantly changing demands related to technology, curriculum, and the educational environment in which schools operate. Moreover, they must be equipped with the necessary skills and capacity to carry out their specific roles and responsibilities successfully (Bush & Glover, 2013).<sup>1</sup>

## MAIN PART

Leaders of general secondary education institutions play a central role in ensuring the effective functioning of schools, organizing the educational process with high quality, and shaping the working culture of the teaching staff. In school management, a leader's managerial skills are demonstrated through key functions such as effective planning, organizing, monitoring, motivation, and decision-making. However, within a complex educational system and rapidly changing social conditions, it is essential to systematically develop these skills through practical training programs.

Managerial skills refer to a leader's ability to manage resources efficiently, motivate the teaching staff, conduct strategic planning, and organize communication effectively. Experts emphasize the importance of practical training for educational leaders because such training enables them to apply theoretical knowledge in real management situations. In education systems, these trainings are often organized in the form of seminars, workshops, mastermind sessions, or professional development programs.

Practical training not only provides leaders with new knowledge, but also helps develop creative and active skills such as problem-solving, decision-making, teamwork, and strengthening leadership behavior. Research shows that a high level of managerial competence among school leaders positively influences the pedagogical process and students' learning outcomes, which in turn increases the overall success of the educational institution.

Another important aspect of practical training is that it develops reflective thinking, meaning the ability to analyze one's own professional activities. During training sessions, school leaders study real problematic situations and learn modern methods of solving them through practical examples.

This process enriches leaders' professional experience and prepares them to implement innovative management approaches in their schools.

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<sup>1</sup> Bush, T., & Glover, D. (2013). *School Leadership: Concepts and Evidence*.



In addition to enhancing leadership potential, practical training also brings positive changes to the internal school environment. For example, mutual trust within the staff increases, teachers become more initiative-driven, and a culture of cooperation in the teaching and learning process is strengthened. Furthermore, during practical training sessions, leaders gain a deeper understanding of modern approaches in education such as transformational leadership, strategic management, and monitoring educational quality.

To increase the effectiveness of training programs, their content must correspond to the real needs of school leaders, and theoretical components should be integrated with practical activities. For instance, methods such as case studies, role-playing, analyzing problematic situations, and exchanging professional experience significantly enhance the effectiveness of training. Because these methods engage school leaders not only as listeners, but also as active participants in the process.<sup>2</sup>

The effectiveness of practical training is often evaluated through the following criteria:

- Improvement in leadership capacity — leaders who complete training programs become more confident in strategic planning and team management. These improvements are clearly reflected in their daily managerial activities.
- Effective communication with the teaching staff — training helps school leaders enhance their communication skills and develop stronger conflict-resolution abilities.
- Monitoring and implementation of results — effective training programs teach leaders modern monitoring and evaluation techniques, enabling them to track progress and ensure successful implementation of school plans.

International research also supports the positive impact of such training. For example, the “High Performing Schools” program conducted by school leaders in the Netherlands demonstrated that developing leadership and managerial competencies can significantly improve student achievement on a large scale. Schools participating in the program showed noticeable progress in mathematics and writing compared to other schools.<sup>3</sup>

Furthermore, international experience indicates that leadership training does not only produce short-term results, but also creates a foundation for long-term sustainable development. For instance, OECD (2019) reports highlight that the professional preparation of school leaders is one of the most important factors contributing to the improvement of educational quality<sup>4</sup>. Likewise, according to UNESCO (2021), educational institutions with strong managerial competencies among school leaders have more effective student support mechanisms and develop more efficient internal school management systems.<sup>5</sup>

## CONCLUSION

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<sup>2</sup> Armstrong, M. (2020). *Armstrong’s Handbook of Human Resource Management Practice* (15th ed.). Kogan Page.

<sup>3</sup> High Performing Schools Programme (Netherlands) / tadqiqot materiallari.

<sup>4</sup> [https://www.oecd.org/en/publications/improving-school-leadership\\_9789264044715-en.html](https://www.oecd.org/en/publications/improving-school-leadership_9789264044715-en.html)

<sup>5</sup> [https://unesco.org/ark:/48223/pf0000391755\\_rus](https://unesco.org/ark:/48223/pf0000391755_rus)



In conclusion, practical training is considered an important strategy for improving school management effectiveness in developing the managerial skills of leaders in general secondary education institutions. Such training enables leaders to strengthen their management competencies, make strategic decisions, allocate resources effectively, motivate staff, and build strong cooperation with the teaching team.

Most importantly, practical training helps school leaders adapt to the demands of modern education and encourages them to apply innovative management approaches. The knowledge and experience gained during training improves the pedagogical environment within schools, increases teachers' work efficiency, and positively influences students' academic outcomes.

Therefore, it is essential to systematically implement practical training in educational management, continuously improve such programs, and design them according to the specific needs of school leaders. Training not only supports the personal professional growth of leaders, but also contributes to enhancing the quality of the entire education system.

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