

PEDAGOGICAL ANALYSIS OF THE TEACHER IN PEDAGOGICAL MANAGEMENT

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Without pedagogical analysis, it is impossible to determine the tasks on a scientific basis, it is impossible to plan, predict, organize, organize, and control the effectiveness of the pedagogical team. Pedagogical analysis serves the development of the pedagogical team, methodological improvement of the teacher's work. Pedagogical analysis also controls is a method, which in turn is carried out with the help of targeted learning, monitoring and evaluating the results of its participants. The school uses three main types of pedagogical analysis: operative, thematic, final. Operational (daily) analysis provides information about the state of the educational process. aimed at gathering information. Yu.A. Konarzhevsky, pedagogical analysis is a school management function aimed at studying the state and development trends, objectively evaluating the results of the educational process, and developing recommendations for regulating the system or transferring it to a high-quality state based on this. The head teacher receives information on the progress and status of work for the day, week, and month based on quick control. Its content is based on participation in classes, extracurricular activities and includes:

Evaluation of the work of the school, teachers and students;
to determine the causes of deviations in the quality of teaching;

Determining the reasons for the deviation of the actual level of knowledge, skills and qualifications from the requirements specified in the curriculum, etc. Thematic analysis includes a systematic approach to the study of the educational process (the system of lessons and extracurricular activities, changing technologies, the teacher's activity system and a set of necessary documents). The purpose of the thematic analysis is to diagnose the most important aspects of the pedagogical process. Establishing their mutual relations and dependence, developing recommendations. Final analysis, evaluation of the activities of the general education school at the end of the quarter, half-year, academic year, development of recommendations based on the conclusions to improve its future activity. The purpose of this type of analysis is to summarize the results of the previous period and evaluate the results of the managed system, to build a block of goals for the next academic year, to develop recommendations for organization, regulation, planning and internal affairs. . - school control. goal setting goal setting as the main function of management directs the socio-pedagogical system

in time and space. Its purpose is to define, determine and formulate management goals in accordance with the social order of society.

Objectives are specific final results that the team wants to achieve in the process of joint activities. All socio-pedagogical systems are multi-purpose. Educational, social, innovative and other goals are emphasized. Their composition and interdependence is determined by the purpose and structure of the activity.

Planning

Planning is recognized as an important function in scientific management. Many studies point to a strong positive relationship between planning and organizational success. Plans serve as the main means of managing the activities of the school's pedagogical team. The basic curriculum of a comprehensive school is a state regulatory document approved by the government of the Russian Federation and is an integral part of the state education standard. Its main goal is to maintain a single educational space in Russia. The structure of the basic curriculum includes federal, national-regional and school components. The distribution of federal, national-regional and school components in the main curriculum determines its presence. fixed and variable parts. The fixed and variable parts are not completely independent. They intersect. As a result, there are three main types of training in the curriculum of any school:

Compulsory classes that are the core of general secondary education;

compulsory classes according to students' choice;

extracurricular activities. Another important thing for the successful organization of the educational process at school is the planning stage - lesson schedules. Different schedule types in school practice: afternoon study sessions, GPA classes, extracurricular activities schedule. They should be closely related to each other and form an integrated system. The schedule of classes is created based on the developed curriculum of the school and is a means of systematizing the time of the school day and week, allocating time for students and teachers. The prospective school development plan (for 3-5 years) corresponds to the plans of the municipality and will be drawn up on January 1 of this year. This plan shows the directions of the school's activities, taking into account the work of the authorities. It reflects:

1. Year-by-year student growth, class sizes and estimated funding.

2. The need for different qualified teachers.

3. A long-term schedule of teacher training through courses and various seminars of teacher training institutes, as well as the main topics and directions in pedagogy and psychology, on which teachers should work.

4. Construction and renovation work, classroom equipment, visual aids, TCO, books, sports equipment, household goods, school furniture, design work and beautification.

5. Financial, commercial activities.

Special attention should be paid to the system of teacher training: conducting methodological associations, lecture halls, practical training, conferences and pedagogical studies that help self-education. The annual school plan was drawn up in May-June and approved by the teachers' council at the end of August. Each change will be reported to the board of directors. There are various methods of solving tasks in modern management: real methods of solving management tasks, modeling of management processes, informational and technical support of decision-making, etc. In Uzbekistan, theoretical and practical statistics, problem solving, economic-mathematical models of engineering calculations, etc., are sufficiently well developed. Automation of information development, production management, and decision-making processes is less developed. But the effectiveness of management depends not only on the methods of solving tasks, but also on the mechanism of economic management and the system of state regulation. Therefore, many (strategic and operative) models of management used abroad cannot always be effectively applied in Uzbekistan, which is explained by the different level of maturation of market relations. If management methods are viewed from the macroeconomic point of view of management of organizations, it can be noticed that advanced management methods are applied more actively within the existing and changing economic mechanism. However, if we look at solving management issues, it is necessary to take into account the big differences between Uzbek organizations and foreign companies.

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