

FACTORS AFFECTING THE EFFICIENCY OF PEDAGOGICAL PROCESSES ORGANIZED IN NON-GOVERNMENT GENERAL EDUCATION SCHOOLS

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ABSTRACT: This article presents an analysis of factors affecting the effectiveness of pedagogical processes organized in non-state secondary schools.

KEYWORDS: Non-state comprehensive schools, effective management, corporate approach, quality of education, pedagogical management, scientific-methodical works, organizational system, international experience, modernization.

INTRODUCTION

One of the leading principles of the modern educational paradigm is its integration, which is a reflection of social development trends. This approach, suitable for non-state comprehensive schools, involves the creation of models of educational systems that ensure the progressive nature of educational development. Within this process, various projects on modernization of existing regional education systems are being discussed, which are aimed at ensuring the solution of such problems as harmonizing people's relationship with nature, promoting education, through the development of the scientific landscape of the world.

Today, the tasks of the non-state general education organization are defined as follows[1]:
implementation of general secondary education in the interests of each individual, society and state, favorable conditions for the all-round development of learners, regardless of gender, nationality, religion, race and social origin, independent work on themselves and additional creating opportunities for learning;

ensuring regular education of students, strengthening their need for education, formation of basic educational, scientific and general cultural knowledge;

to educate learners on the basis of national traditions and universal values, to acquire high spiritual and moral qualities based on the harmonization of national and universal values, to form citizens who are loyal to their homeland and people;

to identify, support and develop special positive characteristics and abilities of learners, to create conditions for their high-level education, development and realization of their creative potential; such as forming the skills of working and independent creative thinking in students, assisting them in their professional orientation and choosing a profession[1].

Because the process of performing the duties of the heads of non-state comprehensive schools is to organize and improve the educational process on a scientific basis, to ensure its effectiveness, to create the necessary conditions in the team for the training of competitive

specialists, to coordinate the activities of students and pedagogical staff, to establish a relationship between the educational institution and the neighborhood and father. - oriented towards ensuring the cooperation of mothers, and these processes are interrelated and related, each of them has its own characteristics.

That is, the heads of non-state comprehensive schools always perform their duties in the processes of legal relations with employees and students' parents (people). School leaders can interact with subordinates or students' parents directly or indirectly (orders, guidance, instructions) in the process of certain legal relations. Therefore, these processes have different characteristics depending on the organizational form, and we call these characteristics the specific characteristics of the processes of the leader's activity.

The process of forming a sense of responsibility in the organization and coordination of the activities of specialists and performers by the heads of non-state secondary schools has certain characteristics, while the process of arousing the interest of performers in the positive results of innovative processes has other characteristics.

The processes of creating conditions for the equal interest in the results of their labor activities in ensuring the productivity of specialists and performers in non-state general education schools will also have their own characteristics. Studying the opinions of employees and taking into account their suggestions when making decisions in the direction of improving school activities prevents the emergence of various problematic situations, which means that decision-making processes also have their own characteristics.

Information-analysis, goal-motivation, foresight-planning, organization-executive, control-diagnosis and regulation, which are important in management activities, based on the specific features of the processes of the implementation of the duties and tasks that must be performed by leaders in the organization of school activities. The implementation of reconciliation tasks is observed [2; pp. 31–35].

During the implementation of these tasks, the heads of non-state secondary schools observe the processes of direct interaction between pedagogic staff, parents and students. There will be opportunities to form a necessary and comfortable mental environment for coordination of school activities, processes of educational relationships that have a positive effect on everyone, and to use them effectively.

Mechanisms for organization and control of lessons and extracurricular activities in accordance with state education standards are formed in non-state general education schools on a scientific basis. The factors affecting the existing legal relations in the school, mental and physiological development of students are studied, analyzed and necessary conditions are created for objective assessment. Relations based on friendly relations between teachers and students, parents and educational institution and neighborhood are stabilized.

A corporate approach is used to identify, analyze and determine the causes of existing conflicts and deficiencies in non-state secondary schools. Objectivity, transparency, and collegiality are ensured in the recruitment and placement processes. Favorable conditions are created for the development of students' opportunities and abilities, their interest in learning and vocational

training, the study of factors that cause positive and negative feelings in them, and the identification of motives that have a positive effect on them, as well as the coordination of motivational processes.

Based on the collection, processing and objective evaluation of reliable information about the state of pedagogical processes organized in school and outside of school and outside the classroom, the tendency and dynamics of the school's development will be determined and its activities will be improved. The interest of the participants in organizing innovative processes in the school and ensuring its effectiveness develops.

Therefore, in order to achieve the intended results in pedagogical processes based on the improvement of the activities of non-state comprehensive schools, it is necessary to coordinate the cooperative activities of school leaders, pedagogical staff and other service personnel in a certain consistency.

The information presented above shows that the management activity processes of the heads of non-state secondary schools have their own characteristics. This, in turn, determines the need to study and take into account the specific features of the processes of management activities of the heads of non-state general education schools in the development of the regulation of non-state general education schools and the internal procedures of the school based on it, and the determination of positions and tasks based on them, as well as the implementation of public-based labor distribution.

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