

**PROBLEMS IN ORGANIZING THE MANAGEMENT OF MORAL AND MORAL  
EDUCATION IN GENERAL EDUCATIONAL INSTITUTIONS**

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**Annotation:** This thesis provides information on the problems in organizing the management of moral and moral education in general education institutions and the factors for their elimination.

**Keywords:** management, teachers, cooperation, culture, moral education.

Through regular communication and cooperation between teachers, it is possible to learn new pedagogical methods, techniques and technologies. This, in turn, helps to improve the quality of education. Through collaboration, teachers have the opportunity to test new pedagogical approaches and implement them in practice. This serves to innovate and improve the educational process. Collaboration between teachers has a positive impact on the learning process of students. The exchange of information and experience between teachers helps to increase student success. Collaboration between teachers helps to develop pedagogical skills. Teachers improve their pedagogical skills by learning from each other's experiences and consulting with each other.

Regular meetings, seminars and webinars for teachers can help them increase their knowledge and experience. Using modern information technologies, distance learning can be developed among teachers. This, in turn, helps to improve the quality of education. Collaboration among teachers can be strengthened through pedagogical events and exchange of experiences. This serves to improve the learning process. Effective collaboration between teachers is an important factor in improving the quality of education and plays a significant role in ensuring the success of students.

Informal collaboration between teachers is a form of mutual cooperation that is not based on rules and norms established by formal organizations or institutions, but is directed towards a specific goal. Informal collaboration is implemented through mutual communication, exchange of experience and support between teachers.

Informal collaboration is not formally organized, and teachers communicate with each other on their own initiative. Flexibility - this type of collaboration can change depending on the needs and interests of teachers. Voluntariness - teachers participate in informal cooperation according to their own wishes.

Impact of informal cooperation on the quality of education. Exchange of knowledge and experience: Informal cooperation creates an opportunity for teachers to learn new pedagogical methods and techniques. Informal cooperation allows teachers to test and implement new pedagogical approaches. Informal collaboration helps to improve the pedagogical skills of teachers. It is important for teachers to create an environment that promotes the development of informal collaboration. Distance collaboration between teachers can be developed through the use of modern information technologies. It is useful to organize pedagogical events and seminars to develop informal collaboration. Informal

cooperation plays an important role in improving the quality of education through communication and exchange of experiences between teachers.

Formal cooperation between teachers is a form of cooperation based on rules and procedures established by educational institutions and aimed at achieving specific goals and objectives. Such cooperation is important for combining the knowledge and experience of teachers, improving the quality of education and introducing innovative approaches.

Formal cooperation is implemented on the basis of plans and programs established by educational institutions. There are clear goals and objectives of cooperation, which are aimed at improving the quality of education and introducing innovative approaches. The necessary resources for formal cooperation, including financial and material and technical means, are provided.

Through formal cooperation, teachers have the opportunity to share their knowledge and experience and learn new pedagogical methods and techniques. Formal cooperation provides an opportunity to test and implement new pedagogical approaches. Formal collaboration helps to improve the pedagogical skills of teachers.

Formal collaboration plays an important role in developing mutual cooperation between teachers and improving the quality of education.

Informal collaboration between teachers is a form of mutual cooperation that is not based on rules and norms established by formal organizations or institutions, but is directed towards a specific goal. Informal collaboration is implemented through mutual communication, exchange of experience and support between teachers. Informal collaboration is not formally organized, and teachers communicate with each other on their own initiative. This type of collaboration can vary depending on the needs and interests of teachers. Teachers participate in informal collaboration according to their wishes.

Informal collaboration between teachers creates an opportunity to learn new pedagogical methods and techniques. Informal collaboration allows teachers to test and implement new pedagogical approaches. Informal collaboration helps to improve the pedagogical skills of teachers.

Recommendations for the development of informal collaboration.

Creating opportunities for communication and exchange of experiences: It is important to create an environment that helps teachers develop informal cooperation. Using information technology: It is possible to develop distance cooperation between teachers through the use of modern information technology. Organizing pedagogical events and seminars: Organizing pedagogical events and seminars is useful for developing informal cooperation. Informal cooperation plays an important role in improving the quality of education through communication and exchange of experiences among teachers. Professional societies can be organized in different forms, and each type provides different support for the professional development of teachers. Their main functions are to bring teachers together, exchange knowledge, and improve pedagogical approaches.

Professional associations for new teachers are such associations, especially those aimed at supporting and encouraging new teachers. They help teachers get started, provide advice on pedagogical issues,

and help them learn new methods and approaches. Aimed at developing teachers' specialized knowledge in their field. Provides teachers with opportunities to gain in-depth knowledge of their subjects, familiarize themselves with new methodologies and pedagogical approaches. Collaborative learning communities - encourage teachers to work together and share their experiences with each other. Teachers analyze learning processes together and develop effective pedagogical methods.

Practical experience exchange communities - teachers share their experiences and methods with each other and learn from each other. Teachers have the opportunity to apply new experiences in practice, while simultaneously analyzing each other's work. Mentoring communities for young teachers - support and encouragement of teachers from mentors or experienced teachers. To develop the skills of young teachers, to guide them on the path of professional development. The functions of professional communities are to exchange knowledge and share experiences. Teachers share new pedagogical approaches and experiences with each other. This helps teachers develop their professional skills. Professional communities help teachers develop their professional competencies, which in turn improves the quality of education. In their professional communities, teachers discuss how to meet the diverse needs of students and identify the most effective pedagogical methods. CommunitiesStrengthen cooperation between teachers and, as a result, improves the quality of education. Professional societies allow teachers to learn and test new technologies and innovative pedagogical methods. Part of the societies help to increase the professional motivation of teachers through the organization and mutual assistance. In this way, professional societies play an important role in developing teacher relationships, supporting teachers, and improving the quality of education. Modern methods of professional development of teachers are being developed with the aim of updating pedagogical knowledge, introducing new technologies, and effectively organizing the educational process. There are several modern methods for the professional development of teachers today.

1. Online and distance learning. Professional development courses and trainings are offered to teachers through the Internet and distance learning platforms. Teachers have the opportunity to learn regardless of time and place. Interactive courses for teachers, video lessons and forums allow for mutual exchange of experience.
2. Pedagogical seminars and conferences. Seminars and conferences are held to teach modern pedagogical approaches, methodologies and technologies to improve the skills of teachers. Introduction to new pedagogical approaches. An opportunity for teachers to share their experiences and create networks.
3. Exhibitions and training centers. At pedagogical exhibitions and training centers, teachers learn new teaching methods and technologies. Familiarization with practical training and technical means for teachers. Mastering new methods for improving the educational process. Centers for demonstrating educational technologies and conducting practical training for teachers.
4. Mentoring and coaching system. Experienced teachers or specialists support and encourage young teachers, provide them with professional guidance and practical advice. Useful advice and support from experienced teachers. Assist in the professional development of the teacher and teach successful teaching methods.

5. Professional societies. Bringing teachers together to analyze the learning process, share experiences, and test new methods. Teachers learn from each other and share knowledge. Brainstorming new pedagogical approaches and methods together. Supporting professional growth by grouping teachers into specialized or common themes.
6. Micro-teaching and practical training. Short-term, intensive trainings are held for teachers, during which they test their knowledge and skills in practice. Teachers participate in practical training and quickly improve their skills. Organization of a fast and effective learning process.
7. Student-centered approaches. Teachers develop pedagogical approaches that are tailored to the needs of their students and organize classroom learning accordingly. The individual needs of students are taken into account, which leads to the professional development of teachers.
8. Career and professional development programs. Special programs and guides are provided to help teachers choose and develop their professional directions. Planning the professional development path of teachers. Preparing teachers for their roles in education and management.
9. Support innovative technologies. Integrate modern educational technologies, such as interactive whiteboards, online platforms, and educational applications into the educational process. Teachers will be able to familiarize themselves with new technologies and effectively organize education.
10. Reflective teaching. Teachers analyze their work activities, consider achievements and shortcomings, and also try new methods. Teachers analyze their teaching activities on a regular basis. Teachers are strongly motivated to grow professionally. Recording lessons, self-analysis. Modern methods of professional development of teachers are mainly educational. The process is aimed at making it more interactive, effective and innovative. These methods help to improve the skills of teachers, enrich their pedagogical experience and provide quality education to students.

Online and offline professional communities are very important tools for teachers to support and encourage their professional development. Both types of communities provide teachers with opportunities to exchange experiences and learn new knowledge and pedagogical approaches, but each has its own advantages and limitations. Below is a detailed description of online and offline professional communities:

Online professional communities are groups, forums, social networks, and other platforms organized over the Internet that bring together teachers. These communities bring together teachers on a global scale and provide an opportunity to share experiences and knowledge from different regions. Online communities allow teachers to connect with colleagues from different countries and regions. This, in turn, helps them to become familiar with different pedagogical approaches and practices. Teachers have easy access to a variety of educational materials, videos, articles, courses, and other useful resources through online communities. Online platforms allow teachers to participate at any time, at a time that is convenient for them. This ensures greater flexibility in working and learning. Online platforms allow teachers to collaborate with their students. For example, students can submit questions or projects online through forums or groups. Webinars, online courses, video lessons, and other interactive methods can help teachers further their knowledge.

Internet access is required to participate in online communities. This can be a limitation, especially for teachers living in underserved areas. Sometimes, slow internet speeds, platform glitches, or technical errors can create challenges for teachers. Because there is less face-to-face interaction in online communities, some teachers may feel more isolated. This can make it more difficult to build teamwork and trust. Online learning can be focused solely on viewing resources and retrieving information, which can make some teachers passive and limit real-time learning.

Offline professional communities are groups that are organized by bringing teachers together in physical locations. This is usually done at seminars, conferences, teacher trainings, and other educational events. Offline communities allow teachers to connect with each other in person. Face-to-face interaction builds trust and strengthens social networks. Teachers can focus on the practical aspects of teaching and learning and share their experiences with each other. Such communities provide teachers with opportunities to practice, teach lessons, or try out new methods. In offline events, teachers are more likely to engage in peer-to-peer interactions. This, in turn, increases motivation and engagement in learning. In physical activities, teachers can fully focus on learning, as they are free from external factors that distract attention (for example, the Internet).

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