

**ELEMENTS FORMING THE WORK EFFICIENCY OF HEADS OF GENERAL  
SECONDARY EDUCATIONAL INSTITUTIONS**

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**Annotation:** This thesis provides information on the elements that form the work efficiency of heads of general secondary educational institutions.

**Keywords:** elements, efficiency, management, leader, work activity.

In general secondary schools (GSS), the main task of leaders is to organize and manage cooperative activities aimed at achieving common goals based on the sincerity of mutual relations and the harmony of common interests, and to ensure the activity, level of knowledge, skills and qualifications, abilities, personal qualities of pedagogical staff, as well as the scientific organization of the educational process in achieving the set goals. Active studies of the complex aspects of the process of achieving results serve to increase the efficiency of the management process.

M. Sharifkho'jaev and Y. Abdullayev [Sharifkho'jaev M., Abdullayev Y. Management: Textbook. - Tashkent: Teacher, 2001. - 702 p.] expressing the efficiency of management as a complex process as a system of indicators, divides this system into two large groups:

The first group of indicators includes quantitative indicators characterizing the activity of the management system, that is, indicators characterizing the savings of living labor in management, indicators characterizing the savings of financial resources spent on management, and indicators describing the saving of time spent on management are given.

The second group of indicators includes qualitative indicators describing the social efficiency of management, that is, indicators expressing the scientific and technical level of management; indicators describing the level of qualification of management personnel; indicators describing the effectiveness of decisions made; indicators expressing the reliability and completeness of information in the management process; indicators describing the management culture; indicators expressing the effectiveness of communication; indicators describing the working conditions in the management apparatus are presented.

Some researchers cite the target effectiveness of educational institution activity, supply efficiency, socio-psychological efficiency and technological efficiency as components of the management efficiency complex [Shamova T.I., Tulyu G. M. Kak rukovoditelyu school otsenit svoyu upravlencheskuyu deyatelnost. Methodological recommendations. - M.: MPGU, 1994. - S. 85..]

In the sources, the relationship between the possible labor productivity and the achieved results, which can be achieved, is defined as expressive properties of management efficiency. As an indicator of management efficiency, productivity is expressed in the form of the relationship between costs and achieved results [Lazarev V. S., Potashnik M. M. Management of school development. - M., 1995. - 441 p.].

In some literature, management effectiveness is considered as the results achieved in the pursuit of goals in management activities, that is, the results of the conditions and actions created for the multifaceted development of the student's personality [Dzhurayev R.Kh., Turgunov S.T. Educational management: Textbook. - Tashkent: Voris, 2006. - 264 p.].

According to S.T. Turgunov, the effectiveness of management in educational institutions determines the level of formation of students' knowledge in subjects, their mastery of modern techniques and information technologies, their intellectual abilities, as well as the knowledge, skills and qualifications of teachers and pedagogical staff, as well as the level of development of pedagogical skills and professional abilities [ Turgunov S.T. Theoretical foundations of the management activities of directors of general secondary educational institutions: Monograph. - Tashkent: Fan, 2006. - 196 p.].

In our opinion, the concepts of management efficiency in an educational institution and the effectiveness of the activities of an educational institution express the effectiveness of the management activities of the head of the educational institution.

As evidence of this opinion, P.I. Tretyakov's school principals' effectiveness in management activities is determined by the dynamics of pedagogical processes in the educational institution or by indicators of the leader's self-management. opinions about evaluation can be given. The author developed a system of indicators and criteria for evaluating the effectiveness of management activities of school leaders [ Tretyakov P.I., Shamova T.I. Basic management and development of systems: sustainability, approaches, problems. Sat. Mater. Nauch. sessii FPK i NPRO MIGU. - M., 2001. - 246 p.].

S.T. Turgunov, the head of the UOTM, as indicators of the effectiveness of management activities: motivation of team members for the development of the school; compliance of the level of knowledge and skills acquired by students with the requirements of the State Educational Service and the labor market; material and technical support and the efficiency of their use; personnel competence; innovative activity; school reputation; socio-psychological climate in the school; the degree of compliance of the management algorithm with the goals set for the school. Based on the information provided, it can be said that the scientific organization of pedagogical processes at UOTM and its effective management require perfectly formed and highly developed pedagogical skills from all school leaders. Because the effectiveness of the management activity of the head of the educational institution is closely related to the activities of the members of the educational institution's team, including increasing their activity through conversations, explanations and demonstrations with the subjects of pedagogical processes (teachers and students), motivation, taking into account their individual characteristics, and organizing and coordinating innovative activities. finds its expression.

Thus, the effectiveness of the management activities of UOTM leaders is directly related to their organizational, initiative, creative, communicative and other skills and qualifications, as well as their pedagogical abilities.

The head of the UOTM believes that the basis for the scientific organization and improvement of the educational process, which is one of the main indicators of the effectiveness of management activities, is the organization of the systems of the managed object and the managing subject. This system is formed by the interdependence and connection of the relationships between students, teachers, and leaders (subjects) and their activities in the pedagogical process (object). Thus, the effectiveness of the

management activities of the head of the UOTM is expressed in the level of discipline in the educational institution, the productivity of teachers, the effectiveness of the educational process, and the level of student self-development indicators, and this, in turn, depends on the leadership skills of the head, which contribute to the replacement of helplessness and compulsion by creative approaches in the activities of participants in the educational process. does.

In order for discipline in an educational institution, the level of teachers' labor productivity, the effectiveness of the educational process and the level of students' self-education indicators to meet modern requirements, for the successful development of the educational institution's activities, it is necessary to correctly organize the division of labor among teaching staff, retrain and improve their qualifications in a timely manner, and objectively evaluate their activities. Assessment and promotion, creating opportunities for organizing the educational process on a scientific basis, and designing and introducing innovative approaches and technologies into the management process depend on the knowledge, pedagogical and professional skills of the head of the UOTM, as well as his managerial abilities.

The components of the pedagogical ability of the head of the UOTM are the formation and high development of intellectual activity, patience and endurance, creativity and inventiveness, initiative and organization, eloquence and exactingness, a tendency to control and observation, persuasion and retention in memory, activity and example in educational relations, as well as pedagogical influence and leadership qualities. we can say.

Therefore, one of the most important qualities for a leader in the management process is eloquence and exactingness in organizing and managing pedagogical processes and coordinating the activities of participants in this process, a tendency to control and observation, persuasion and retention in memory, activity in educational relations and being an example, considering such qualities as his pedagogical ability, pedagogical It is possible to distinguish the components of a capability as an organizational system.

The head of the UOTM organizes, manages and coordinates the collective activities of the organization, conveys to all employees the content and essence of the intended goal, the ways to achieve it and the tasks in this direction in a clear and understandable manner in various situations, forms and motivates them to fulfill these tasks, as well as organizes cooperation in achieving the goal and creates conscious discipline. The potential in the direction of the teacher, that is, his imagination, understanding, knowledge, skills and abilities, experience and activity can be considered as components of his didactic ability.

The ability of the head of the UOTM to penetrate the inner world of team members, teaching staff and students, psychological observation, the ability to understand the subtle aspects associated with the temporary mental states of subordinates, the behavior of subordinates in various situations, that is, in the process of performing various tasks, which are clearly expressed in the process of their various activities, and which surface in their external and internal world his ability to see changes determines the level of development of his perceptive ability.

**List of used literature:**

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