



GLOBAL JOURNAL OF ADVANCED RESEARCH
(Scholarly Peer Review Publishing System)

PEDAGOGICAL MANAGEMENT OF THE ACTIVITIES OF THE SECONDARY SCHOOL IN CHANGING CONDITIONS

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ABSTRACT

Organized pedagogical management is presented as a mechanism of purposeful influence on the organization of the educational process at school in order to change the directions of specialized education based on the managerial competence of teachers and parents. The state of the Azerbaijan general education system in recent years has been characterized as dynamic. A variety of changes in the content of education, in teaching methods, in the management of the education system and other social institutions are noted by teachers. The scale and diversity of the changes have a direct impact on educational institutions. This necessitates the modernization of school management.

Keywords: pedagogy, management, specialized education, education, school.

1. INTRODUCTION

The problem of specialized education of students is currently one of the most pressing in education. This is explained by the fact that in modern conditions there is an active change of familiar professions. In this regard, there is a need for the organization of models of variable value and motivational orientation of a student, who, based on his abilities, should help him to determine his future profession.

In modern educational institutions, diverse models of specialized training are widely developed and adapted. An analysis of this revealed several contradictions: the absence of specialized training in the models; profile training is standardly understood as an in-depth study of individual subjects, supplemented by a system of elective courses, and often the quality of the educational process does not change.

In modern schools, outdated methods and technologies are still used, there is a lack of innovative forms, methods and tools for practices, individual and activity approaches in preparing senior high school students for self-determination and informed choice of a profession; These and other provisions determine the relevance of this research topic.

It is impossible to change the existing model only by the efforts of school managers. Today, school leaders need scientific research that is systematic and advanced, capable of ensuring the sustainable development of educational institutions. Analysis of the scientific literature and the practice of organizing profile education in schools suggests that there is insufficient scientific elaboration of the use of innovative technologies in this process. In this regard, the search for new forms and pedagogical conditions of the organization of the educational process at school is required.

This can also be supported by various organizations involved in educational projects and the study of processes in the education system. This is since the intra-sectoral approach to solving such a complex task as applied to education and cannot claim to be complete. That is, in the existing situation, new subjects and new solutions are needed.

Studying various aspects of changes in the education system allows to determine that they are conceptual. The stated conceptuality is determined by the specifics of the modern stage of social development and is largely due to the fundamentally new content of the functions of schools. Conceptual changes in education are currently designed not only to ensure a change in the educational system itself, but also to solve more significant tasks.

2. RESEARCH METHODOLOGY

To solve the set tasks, theoretical research methods were used: analysis of official documents in education and the synthesis of pedagogical research on the problem of specialized education of secondary school students using innovative technologies and scientific and methodological materials.

In determining the content characteristics of the school management model, it also seems necessary to position them in the logic of the concept of leadership. The ideas of distributed leadership can have a direct and positive impact on the formation of a new school management model to give it an innovative character that ensures high efficiency. In the logic of this concept, many project groups can work in a school that do not have permanent leaders, whose roles at different stages are performed by different employees. Distributed leadership cannot always provide high performance. This restriction applies primarily to the implementation of school projects in areas with a high degree of regulatory control. Principles of operational school management were defined as a system of intra-organizational management, highlighted the features of such management, fuzzy separation of managerial functions, the relationship of management and pedagogical activities of the subjects of the management subsystem and the general limitation of material resources. Adaptive school as a model is not static, as under the influence of constant changes in school and society, various adjustments are made to it. At present, transformations are taking place in the general education system in all its structural parts and processes.

Based on the identified features of the modern stage of school education development and existing scientific concepts and theories, we can formulate general requirements for a school management model in a changing external environment: when designing a model, it is necessary to take into account the need to ensure its sustainability in relation to external changes; it is advisable to use the concept of distributed leadership as a basis for modeling; meaningfully, the model should include several interrelated structures that provide school management in enlarged areas; the model should provide for the possibility of creating and operating an innovative school system corresponding to the current conditions of the innovation infrastructure of the education system; The model should include an increase in the social component of school management based on the principles of public education management in order to ensure effective management.

3. RESEARCH RESULTS AND DISCUSSION

We carried out a theoretical analysis of the scientific literature in the context of the problem stated in the topic of the article, studied the fundamentals of specialized education, official documents in education, and observed the organization of specialized education in the secondary school of the Complex School-Lyceum in Baku. Within the framework of civilizational processes in society, in the educational sphere, the system of vocational education and training is designed to comprehensively solve the following tasks: the formation of a personality capable of maximizing its potential in professional and personal terms; settling the economy by ensuring partnerships between science and production, education and the labor market. These changes are caused by a complex of reasons, the source of origin of most of which is outside the education system. A systematic study of the changes taking place is important to identify the extent of their influence on the subjects and processes in educational systems, as well as to manage the changes themselves. The most significant reasons for the conceptual changes in the school system are: socio-economic contradictions as objective global trends, initiatives of state structures, initiatives of school and scientific-pedagogical institutes and the interests and needs of participants in educational relations in the educational system.

The results of the analysis of the relevant literature obtained in the course of the study led to the conclusion that in modern pedagogical science there is no clear, stable definition of the essence and content of the concept of specialized education. For example, some researchers consider specialized education from the position of differentiation and individualization of education based on the implementation of a personality-oriented approach to the educational process, which expands the possibilities for students to build an individual educational trajectory of its development, especially about a set of specialized and elective courses.

In the curriculum, it is necessary to distinguish a core consisting of subjects that are considered professionally, and around which application software should be grouped, and general cultural subjects should be used for the general humanitarian development of students.

We define the essence of profile education as a means of differentiation and individualization of education, based on structural changes in the content and organization of the educational process, considering professional interests and intentions to choose the field of activity in the future, aptitudes and abilities of students.

Effective specialized training of high school students by means of education in innovative general education educational institutions is ensured by observing the relevant theoretically grounded and experimentally verified organizational and pedagogical conditions.

The most important condition ensuring the effectiveness of the profile education process is well-organized pedagogical management, which we see as a mechanism of purposeful influence on the organization of the educational process in school with the aim of qualitative changes in the areas of profile education based on the managerial competence of school teachers and parents. Successful leadership of this process, in turn, provides a qualitative change in students in terms of the conscious choice of the future sphere of professional activity and their personal professional orientation. All the further actualizes the problem of improving profile education in schools and identifying, scientific substantiation of the most effective organizational and pedagogical conditions of its organization at the local and regional levels, considering the needs of the labor market and in accordance with economic conditions.

The formation of the pedagogical management structure is based on the following principles: updating profile education in accordance with the requirements of the state educational standard of basic general education, proactive management, management based on real results and true facts in the context of profiling, taking into account the interests and needs of schoolchildren in terms of choosing their future profession taking into account the needs of the modern labor market, corporate responsibility and collegiality of all subjects s educational process proper target installation of schoolchildren.

In our opinion, pedagogical management is designed to ensure the effective flow of controlled processes, building up the pedagogical potential of the educational environment, orientation and development of specialized school education. It is this kind of management that allows you to maintain the focus and feasibility of specialized education for schoolchildren and productively influence the updating of the constituent components of this system as an independent developing and managed integrity, depending on the dynamic nature of the school educational process.

All the above allows us to present the following structure of pedagogical management in profile education, consisting of the main components: planning as the primary phase of management; setting long-term and short-term perspectives in accordance with the function of the pedagogical management system; the organization, the substantive aspect of which is the distribution of responsibilities between the organizers of training; management, implementation of organizational, directing activities and control.

Summary. Thus, the introduction of specialized education in schools is one of the innovative areas of modern general education and becomes a means of differentiation and individualization of education, allowing you to more fully consider students' motivation, their interests, individual abilities and capabilities. Creating a system of pedagogical management provides an effective solution to the problems and the implementation of innovations of profile education. This requires the development and improvement of the pedagogical management system, the building of the structure, the correction of the content and the optimization of the educational process. The proposed general requirements for a school management model in a changing external environment ensure sustainable school development. The object of the pedagogical management of a comprehensive school is a dynamic process of upbringing, teaching and learning, and the development of children and all participants in this process. The next prerequisite for successful school management is to ensure in constructed cases the freedom of their choice and the range of people interacting in achieving the goals of the school as a socio-educational organization. Independence and activity is the key to success of a teacher.

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