



WAYS OF EFFECTIVE MANAGEMENT OF EDUCATIONAL PROCESS AND RESOLUTION OF PEDAGOGICAL DISPUTES

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Annotation

This article describes the teacher's personality in the pedagogical process, his management activities, and the ways of effectively managing the educational process.

Also, problematic situations in pedagogical practice, pedagogical conflicts, their manifestations, factors of origin of pedagogical conflicts and elimination factors are mentioned.

Key words

pedagogical process, teacher personality, pedagogical skill, pedagogical experience, conflict, pedagogical conflict, management, control, pedagogical practice, problem situation, conversation, pedagogical activity.

The services of teachers (specialists) are incomparable in making the young generation in the society educated, morally perfect, physically healthy and spiritually mature, cultured people. Every teacher engaged in pedagogic activities, while fulfilling his duties, he must first of all be a well-rounded person with all-round spiritual and moral qualities. Also, a teacher should be a person capable of pedagogic activities, creative, business-minded, who loves the teaching profession and children, has excellent theoretical knowledge, is aware of religious and worldly knowledge, and is spiritually mature.

It is known that the educational process has a two-way character, it includes the activities of the teacher and the student. Thanks to the activity of the teacher, education becomes a process based on well-thought-out goals, content and programs, and gives the expected results. In the educational process, the teacher performs tasks such as planning, organization, management, control, evaluation and analysis of results. The effective organization of the educational process and the achievement of the goal of education depends more on the activity of the teacher and his pedagogical skills. Therefore, the basis of the teacher's pedagogical skill is to work on oneself - independent study and gain pedagogical experience [1]. Usually, the effective management of the educational process depends on the teacher having the knowledge, skills and abilities to properly organize, conduct, and analyze the results objectively and systematically. Therefore, the teacher's correct conduct of the educational process based on the stages of planning, organization, management, control, evaluation and analysis of results is the main factor in the effectiveness of the pedagogical process or the elimination of pedagogical conflicts. If in the process of education, the teacher performs the task of directing the students' activities correctly, the control ensures the purposeful and effective organization of the students' activities. When evaluating and analyzing the results of the educational process, it is important for the teacher to know how the educational process is conducted, to study the success factors, and to determine the measures to eliminate the shortcomings. Because in pedagogical practice there are problematic situations and pedagogical conflicts that are not mentioned in pedagogical theory.

Pedagogical conflict is a conflict of interests between a teacher and a student, parents, colleagues or management, a sudden, accidental problem situation, a pedagogical task.

Pedagogical conflicts that occur in the pedagogical process are of different forms, they occur according to the main signs such as mutual misunderstanding, unexpected situation, tension, discomfort, internal or external anxiety, fear that is difficult to eliminate [2]. Also, certain factors affect the origin of pedagogical conflicts, and each teacher should know the nature of these factors. This teaches us not to allow injustices in the interaction between the teacher and the student in pedagogical disputes, as well as monopolization in social relations.

A person who chooses the profession of pedagogy should first of all be healthy, calm and composed, and be able to control himself in dealing with others. Also, liking children, being willing to work with them, being polite, observant, being able to think broadly, and having a high culture of behavior is one of the important factors in preventing and eliminating some conflicts that arise in the pedagogical process. The teacher meets with the students almost every day, asks them questions, approves their good work, evaluates their knowledge, and reprimands them for their misbehavior. He may not be able to treat everyone exactly the same, but he should be a person who has an impartial intention, strives to do good, and is fair to all students. A teacher should be able to prevent conflicts in order to prevent pedagogical disputes, conflicts, conflicts between teachers and students. In managing conflicts in a modern way, it is necessary to prevent them first, or to find the right solution to conflicting relations that have arisen [3]. There are a number of ways to resolve such pedagogical disputes. Among them, the most effective ways are:

- Not expanding the scope of the dispute.
- offering convenient solutions;
- not to use prohibited methods, not to use forms;
- reducing the number of complaints;
- solving secondary issues organically and not using words that denigrate the persons involved in the conflict.

In the management of pedagogical activities, it is desirable for every teacher to know the methods of resolving pedagogical conflicts and use them effectively. These methods include conversation, advice, persuasion, demands placed on the participants in the conflict or explaining the wrongness of the participants' behavior and other methods. It is also necessary for pedagogues to have the opportunity to provide pedagogical support to the participants in the pedagogical conflict.

Therefore, the educational process as a complex process requires the teacher to master the secrets of skills such as high pedagogical knowledge, pedagogical skills and pedagogical techniques. Because in order to solve the existing conflicts, a skilled pedagogue should draw conclusions from the conflict, pay attention to the underlying cause of the conflict, be precise, broad-minded, and deep-thinking in resolving the conflict, and follow the rules of a unified and short-term resolution of the conflict [4]. Only a teacher who has achieved such professional skills can manage the educational process well and find the right solution to problematic situations.

In conclusion, it should be said that every pedagogue should study and analyze the pedagogical-psychological characteristics of conflicts that arise in pedagogical activity, acquire advanced pedagogical experiences in solving pedagogical tasks correctly and fairly, and constantly study and search for himself in the pedagogical process, and if necessary, consciously and systematic development is desirable.

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