



The Use of Social Research Findings in Modern School Management

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Abstract:

This article discusses the issues of system analysis in improving the management of modern schools. The problem of cooperation between the school and the family in the education of primary school children is also analyzed. Particular attention was paid to the significance of the results of sociological research in improving the pedagogical culture of parents, as well as taking into account the specifics of family education in the formation of the personality of the child.

Keywords: management of modern schools, education and upbringing of primary schoolchildren, cooperation between schools and families, raising the pedagogical culture of parents, conducting sociological research.

1. Introduction

A number of important reforms on the development of school education are in full swing in the Republic of Uzbekistan [1]. A number of different areas are covered by these reforms, including the creation of specialized institutions, the creation of instructional materials, the professional development of educators, the prioritization of vocational training, and the advocacy of inclusive educational policies and practices [2]. In Uzbekistan's higher education institutions, emphasis is also placed on creating and implementing international joint educational programs [3].

In addition, the nation is attempting to establish inclusive education in postsecondary educational establishments, focusing especially on guaranteeing accessibility for individuals with disabilities in compliance with the United Nations Convention on the Rights of Persons with Disabilities [4]. Additionally, globalization in higher education is becoming more and more important, with a focus on China-Uzbekistan educational collaboration in particular [5].

Uzbekistan is embracing STEAM education as a cornerstone of educational reform as part of its modernization efforts, with the goal of raising the caliber and applicability of education provided in the nation [6]. The significance of entrepreneurial education is also being acknowledged, as evidenced by initiatives to create curricula for students studying hospitality and tourism and by recognizing the contribution of different stakeholders to the enhancement of the learning process [7].

With an emphasis on the organizational, regulatory, and quality components of the higher education system, Uzbekistan's education sector is currently undergoing reforms that transcend beyond schooling [8]. The nation is also tackling issues with preschool education, seeking to identify flaws and put required reforms into place [9].

Presidential Decree No. 5712 "On Approval of the Concept of Development of the

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National Education System of the Republic of Uzbekistan until 2030" promotes further improvement of the pedagogical environment, active involvement of parents in the process of education and upbringing of children, and continuous education. Such requirements as updating the content of the lim system in terms of quality have been put forward [10]. It places new demands on school education management staff.

In particular, the development of school education, consideration of the student's personality as a value, observance of the principles of cooperative pedagogy in the system of relations between a student and a teacher remain among the topical issues.

The role of the class teacher in solving these problems is invaluable. The adaptation of a primary school-age child to schooling and understanding of his or her new social role as a pupil are important issues. The formation of the parents' pedagogical culture and their co-operation with the class teacher are of great importance in shaping the child's sense of student duty and responsibility.

2. Theoretical Framework

According to I. V. Grebennikov, the pedagogical culture of parents is determined by their maturity in the process of raising a child [11].

According to the researcher, the pedagogical culture of parents is formed of the following factors:

- 1) Pedagogical knowledge of parents, readiness for educational activities.
- 2) Pedagogical abilities and skills of parents.
- 3) Mutual affection and demandingness of parents in the upbringing of the child.

O. Askarova shows that the pedagogical culture of parents is the ability to plan educational activities in the family.

T.A. Kulikova and V.Y. Titarenko believe that the pedagogical culture of parents is their ability to comprehensively approach the formation of the child's personality [12].

According to O. S. Nestereva, pedagogical culture is the ability of parents to properly plan their educational activities, setting specific goals, to show pedagogical knowledge and skills in achieving the intended results [13].

In our opinion, the pedagogical culture of parents is that they are armed with knowledge about the socio-psychological development of the child, his learning, school life, know family pedagogy and psychology, can apply them purposefully, fulfil their duties and responsibilities. co-operation with the teacher is considered.

3. Method

In the coverage of the topic personnel policy in the Republic of Uzbekistan, Presidential Decree No. 5712 "On approval of the concept of development of the national education system of the Republic of Uzbekistan until 2030", legislative basis of school development. The factors of effectiveness of system analysis methods in modern school management are studied through comparative analysis of training and regulatory documents of the process of innovative organisation of education, impartial approach to the cited scientific literature and scientific conclusions and formation of our opinion.

4. Results and Discussion

In this article we tried to analyse scientific-theoretical and practical-innovative aspects of classroom teacher's activity in the formation of pedagogical culture of parents [14]. Because the preparation of future teachers to work with parents has its own difficulties. The teacher should properly conduct communication with parents, accurately assess the unique approach of each family to the upbringing of children and, finally, carefully give the necessary pedagogical and psychological advice, taking into account the opinion of parents.

Co-operation of the head of the class with parents is carried out in two ways: collective and individual. Usually co-operation with parents is carried out in the following collective forms: parents' meetings, meetings, conversations, lectures on topics related to the education and upbringing of children, etc. As an individual form of work with families we can show such activities as visiting the families of students, conducting pedagogical and psychological research, conversations, interviews.

The success of the activities to be carried out in the interaction between school and family largely depends on the system of relations between teachers and parents. An important aspect of the issue is the building of relations between teachers and parents on the basis of mutual trust and respect from the first days. The teacher plays an important role in the formation of such relations. The teacher should deeply feel his responsibility in matters of education and upbringing of children, constantly study the families of students, be a family counsellor, a friend, always remember the sensitivity of parental feelings and objective assessment of shortcomings in the child's studies and behaviour, not to say as many negative thoughts about them as possible, but instead to show parents the positive characteristics of their children, is considered an important aspect of communication [15].

In order to study the problems of school-family co-operation, a social survey was conducted among parents of primary school pupils of No. 3 and No. 47 in Goybu village of Urgench district. Parents from 65 families took part in the survey. The purpose of the survey was to analyse the pedagogical cooperation between family and school, to develop scientific and practical recommendations for identifying, further developing and strengthening the pedagogical culture of parents. Respondents were asked the following questions:

- 1) *How do you rate your co-operation with the school?*
When asked, 21.2% of parents answered "excellent"; 56.8% answered "good"; 17.8% answered "average" and 4.2% answered "not what I expected".
- 2) *How many times did you go to school this school year?*
24.5% of parents answered "once a week"; 65.8% answered "talking on the phone"; and 9.7% answered "once a month." And also: "Who is mainly responsible for your child's preparation for lessons and issues of school life?" more than 80% of parents of junior schoolchildren answered the question that "mum is busy".

As a result of the questionnaire analysis it has been established that the majority of parents receive information about their child's education and school life through mobile communication. Practice shows how much this factor justifies itself in the era of modern information technologies. But at this stage it is possible to recommend teachers to ensure active participation of parents in the real life of the school, to use for this purpose innovative forms of co-operation with the family [16]. Not limited to parent meetings, exhibitions of children's creativity, artistic performances, "Children of our district", photo exhibition "My family - my pride", "The magic of skilful hands", "My family - sports fans". Joint organisation of "My Family - Booklovers" events will help to further strengthen cooperation. In this case, the father or mother will have important information about the child's life at school and after school, manifestation of abilities, communication with peers, features of intellectual, emotional and emotional development, socialisation.

- 3) *For what purpose do you go to school?*
To the question: 91.4% of parents "go to parental meetings"; 6.3% - "to participate in class activities"; 2.3% answered: "When my child has problems at school".
- 4) *What problems do you face when bringing up a child?*
The question "changes in the child's psyche, difficulties in child rearing" was answered by 54.2% of parents; 18.5 - "problems in control, treatment and relationships", 17.0 - "correct determination of interests"; 6.3% - "today I have not faced difficulties in child rearing" and 4.0% - "serious problems with the Internet and

social networks".

According to the results of the survey, we can say that parents need psychological counselling on child rearing. Organization of psychological consultations of parents requires certain preparation of the class teacher and school psychologist. The psychologist should have a bank of information about each child. The information provided to parents may include:

- 1) Map of personal-psychological, social and intellectual development of the student and conclusions.
- 2) The psychologist's conclusions from the family study.
- 3) Tips for parents on family education.
- 4) Tips for work to be done together with the class teacher and the family.

Psychological counselling for parents is carried out individually or collectively. To organise a group psychologist's consultation, it is possible to determine the topics necessary for it by conducting an open questionnaire survey among parents. For example, "How to adapt a child to school?", "Secrets of a good parent", "Causes of child aggression and ways to prevent it", "Child's daily routine in the family", "Emotionally healthy environment in the family", "Parent-child communication: problems and solutions", "Formation of learning motivation in the child", etc.

Individual psychological counselling is carried out individually with parents and conclusions are drawn on the basis of maps of the child's personal psychological, intellectual and social development, as well as cooperation with the school and recommendations on the upbringing of children in the family.

- 5) *What aspects of children's education, in your opinion, teachers should pay more attention to?* To the question, 68.5% parents should "provide good upbringing and education, intensify work in class, do not criticise the child" 10% - "work with the child individually and have a conversation" 21.5% - "teach lessons at the level, should love children equally take into account their interests".

The results of the analysis show that parents have high expectations from the teacher. We can observe that the family makes the main requirements to the teacher in matters of child's education. Active co-operation between the teacher and parents is very important in achieving the desired results in upbringing and education of a first-grader. For this purpose, the head of the class should use all opportunities to develop the parents' pedagogical culture, to adapt the child to school, to form the child's learning motivation, to help the pupil fully realise his/her social role - this is also evident from the results. The following survey, that these meetings should be enriched with content, including practical issues for discussion, and should be based on the family's initiative rather than being a meeting of mothers.

- 6) *What problems, in your opinion, should be discussed at parents' meetings?* 38.5 per cent of parents answered the question "psychologist's advice"; 28.7 per cent - "bringing up children, engaging with them and establishing correct relations"; 14.8 per cent - "planning a child's free time"; 12.7 per cent - "adapting a child to school, encouraging him/her to prepare lessons"; 5.3 per cent - those who said "correct assessment of abilities".

The survey as a research method allows the teacher to collect information at the same time. As a result of analysing the questionnaires and summarising them, the teacher draws a conclusion about how the issue of bringing up children in the family is solved, compares these data with the indicators of mental, social, intellectual and cultural development of the schoolchild in previous years. As a result of analysing the questionnaires and summarising them, the teacher draws a conclusion about how the issue of bringing up children in the family is dealt with.

5. Conclusion

Based on the results of the survey, the following recommendations can be made to strengthen co-operation between school teachers and families:

- 1) Social questionnaires are of great importance in purposeful, systematic and effective organisation of school-family cooperation. If co-operation is based on the results of the surveys, it is possible to correctly assess the current situation, identify problems and shortcomings and make necessary changes in activities.
- 2) It is necessary to effectively use case studies and project technologies in the development of skills and competences of future specialists studying in pedagogical universities for purposeful and targeted organisation of cooperation with the family, innovative and creative approach to the activity.
- 3) Stimulation of scientific and research activity among teachers of general education schools, for this purpose all necessary organisational and methodological conditions should be created in the internal management system of the school.

Research of this type is very important for clear and purposeful organisation of cooperation between school and family, diagnostics of pedagogical knowledge and culture of parents, rendering necessary practical assistance. It is known from our practice that the factor of family upbringing is an incomparable force in the development of the child as a personality. Therefore, based on the results of scientific research in the interaction between school and family, it is possible to achieve the correct organisation of upbringing of the younger generation from the scientific and practical point of view.

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