

A REFLEXIVE APPROACH TO THE ORGANIZATION AND MANAGEMENT OF PEDAGOGICAL PROCESSES IN GENERAL SECONDARY EDUCATION

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ABSTRACT: Given that the pedagogical system has the characteristics of interaction with the external environment and other systems, we can say that the interconnectedness and interdependence of the pedagogical process organized in the system of continuing education constitutes the pedagogical system. This article is about a reflexive approach to the organization and management of pedagogical processes in general secondary education.

KEYWORDS: pedagogical system, development of knowledge, socio-psychological function, curricula and etc.

INTRODUCTION The results achieved in the direction of the goals set by the participants of the pedagogical process in the system of continuing education reflect the effectiveness of this process and it contributes to the change of worldview, development of thinking, formation and development of knowledge, skills and abilities of the subjects of the pedagogical process finds its expression. The effectiveness of the organization and management of pedagogical processes in the system of continuing education in many respects determines the need to take into account the following specific features:

- The effectiveness of the pedagogical process reflects the effectiveness of the interdependent and interrelated educational process;
- that all interrelated and interrelated components of the pedagogical process have a single, integrated dynamic organizational structure;
- the dynamics of the pedagogical process has procedural features;
- changes in the components of the pedagogical process affect the effectiveness of the pedagogical system
- The effectiveness of pedagogical processes depends on the activity and independent activity of students;
- the existence of educational relationships that affect the development of the learner to varying degrees;

- interdependence and interdependence of components of pedagogical processes;
- The importance and necessity of feedback in the pedagogical process;
- the existence of a procedural and reverse process of the pedagogical process;

Motivation in pedagogical processes should be based on the needs of social practice and education, aimed at developing the activity of the link by analyzing the interests, knowledge, skills and abilities of the subjects. The formation of motivation to ensure and develop the activity of students on the basis of existing needs, in reading, learning and acquisition of knowledge, in addition to serving to ensure and develop the activity of subjects in pedagogical processes, encourages physical or mental labor, as well as the struggle to rest, to learn, to learn a trade, to live in general. In the pedagogical process, the process of motivation begins with the creation of a goal to meet existing needs, that is, to set a goal and meet it to meet your needs. In this process, the level of satisfaction of needs determines the status of a particular activity of the student. In order to achieve the desired results in the pedagogical process, the function of coordinating the identified goals and existing opportunities with the interests and needs of students, as well as adapting and coordinating the activities of the link to the situation.

In the process of performing their functional tasks (teaching and learning) by the subjects of pedagogical processes, professional functions are performed, and in this process, the teachers who are the subjects of the pedagogical process interact with the learners and the learner themselves. they have a definite defined relationship, which is the human-human relationship of the educational relationship, in which the socio-psychological function is performed. Consideration of technologies of this approach as a methodological basis for ensuring the interconnectedness and effectiveness of the pedagogical process is of particular importance in the study, analysis and improvement of the effectiveness of pedagogical processes in the current situation. Today, the requirements for the subjects of the pedagogical process include the unification and modernization of educational standards and curricula; in planning, organizing and improving the pedagogical process and the activities of the subjects to take into account a number of specific features, such as the interconnectedness and interdependence of the components of the pedagogical system, the integrative nature; Creating conditions for planning, organizing and improving innovative and collaborative activities in this system, ie the organization of special courses, training seminars and teaching materials to ensure the effectiveness of this process. minlash; to address the existing problems in a number of areas, such as the development of the educational institution, family, community, collective management bodies and public organizations, ie the organization and improvement of joint management. Also, the development of mechanisms for the development and implementation of development strategies in accordance with the integrative nature of pedagogical processes determines the need to ensure the interconnectedness and relevance of the concepts studied in pedagogical processes, as well as the novelty and reliability of information. In order to ensure the effectiveness of the pedagogical process, teachers should focus on strategic planning, design, modeling of pedagogical processes, coordination of students' activities and ensuring the activity of the link, methods, techniques and principles of pedagogical process management, knowledge of innovative technologies and the organization of innovative activities of the subjects of the pedagogical process on their basis. The effectiveness of pedagogical processes is the effectiveness of the educational process, which is the basis of this process, because the effectiveness of the tested innovations and innovations, as well as the

innovation process is aimed at a specific goal, ie knowledge, skills and * The effectiveness of pedagogical processes in the system of continuing education is determined by the development of knowledge, skills and abilities of the subjects of the educational process, the growth of the level of mastery.

In pedagogical processes, the organization of joint activities of teachers and students, in the formation of subject-subject relations is carried out in the process of interaction, and in this process the culture of interaction is formed and developed. The development of a culture of interaction is inextricably linked with the effectiveness of the joint activities of the subject in the educational environment and innovative changes. Innovations in pedagogical processes are manifested as a bin of the most important and basic means of interaction culture, which are defined in innovation processes not only by their description and characteristics, but also as the most important factors in improving pedagogical processes. This, in turn, predetermines the quality and importance of innovation, as well as the timing of the implementation of the according to the situation. The culture of interaction as a component of the overall social culture is formed in the context of a particular social culture as a result of concepts, interpersonal relationships and interactions, and has a number of dimensions - tradition, level of relevance, system of motivation; leadership styles, quality of organizational environment; communications; personnel management; management strategy; the professional and personal culture of teachers and learners is formally reflected.

Theoretical and methodological bases of the means of improving the pedagogical process are new ideas that create a new form of pedagogical processes, defining the qualities of the structural structure of education. Accordingly, the integrative feature that characterizes the means of influencing the improvement of the pedagogical process of teachers of institutions of continuing education can be divided into the following categories: general principles of organization of activities in an innovative manner; the presence of your ideas related to the development and improvement of the pedagogical process; organizational and methodological activities for the development of the community as a social organism and the formation of a community of learners - inventors; organization and management of the pedagogical process on the basis of the development and implementation of educational programs with a new structure and content; psychological and pedagogical development of creative abilities of the subjects of the pedagogical process; taking into account the individual-psychological characteristics of the subject in improving the pedagogical process; to establish a collaborative partnership of learners, teachers and parents to achieve and develop a common educational goal.

To what extent the quality and effectiveness of the pedagogical process depends on the activities of the subject, the achievement of goals and high results based on the improvement of pedagogical processes depends on the innovative activity of the link and the ability to organize innovative processes. This, in turn, demonstrates the urgency of today's teachers to be in constant innovation, to think, to coordinate their interactions, as well as to work on the basis of the formation of innovative ideas in learners. Because the innovations introduced in the improvement of pedagogical processes, in essence, consist of modification innovations related to modification, unification, improvement of activity, transformation, development, the activity of the student, who is one of the subjects of the pedagogical process, or may also be related to the activity of of. It is the improvement and effectiveness of pedagogical processes. First of all, it is advisable to take into account to which part of the pedagogical process the innovation belongs. Innovation in the improvement of the pedagogical process can be defined as a tool

that ensures the movement and activity of the subjects of the pedagogical process and creates a process of goal-oriented creative, qualitative change. In other words, we can say that innovation is a means of ensuring the interchangeability of old with new.

The effectiveness of the organization and coordination of joint activities of the subject in the improvement of pedagogical processes, the development of the activity of the link in the direction of the goals to be achieved depends in many respects on the existing motives and motivations. Working with information and ensuring the novelty and reliability of the link is of particular importance in ensuring the effectiveness of pedagogical processes. Gathering information about the pedagogical process and the student's perception, basic concepts, worldview, needs and living conditions of the learner, and in-depth study, analysis and objective assessment of the learner are the most important aspects of the teacher. is one of the functions. Based on the implementation of this task, the factors and means of improving and developing pedagogical processes, the formation and development of positive motivation in students will be identified and effective. Thus, there is a need to improve and ensure the effectiveness of pedagogical processes, the basic concepts and ideas of the learner, worldview and interests, the importance of person-centered influence and reflexive activity in pedagogical processes, the need for innovative activities and interaction. it is important to take into account the culture of influence, the specific features of motives and motivation, information and communication processes as tools for improving pedagogical processes. Based on the above data, the model of the process of organization and management of the pedagogical process in the institutions of continuing education can be described as follows.

In the design and organization of pedagogical processes in the classroom and extracurricular activities, independent learning, the process of educational relations and ensuring the interdependence and interdependence of pedagogical practice and pedagogical experimental processes are organized for students. serves to ensure the effectiveness of pedagogical processes, which are the effectiveness of educational processes. The formation of responsible behavior in the subjects of the pedagogical process depends not only on psychological factors, but also on other factors related to the organization and control of this process. For example, confidence in students, the assignment of different tasks, and the control characteristics of the teacher are affected. In the pedagogical process, based on the needs of the state and society, the individual, science and industry, to coordinate the behavior and activities of the subjects, to organize joint activities of teachers and students in the direction of the goals to be achieved. the effectiveness of developing activity depends in many ways on motivation. In creating the necessary conditions for the formation of a favorable educational environment in the pedagogical processes organized in educational institutions, it is necessary to improve and develop the activities of the link based on the study of the needs and capabilities of the subjects. Creating conditions for the development and analysis of motivational initiatives in the organization and management of the pedagogical process, coordination of activities of subjects, joint organization of analysis of the effectiveness of results based on the needs of social practice and education, is formed by the formation of chase motives.

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