

DEONTOLOGICAL PRINCIPLES OF PROFESSIONAL TRAINING OF THE FUTURE SCHOOL MANAGER

Umarov B.A.

*Umarov Bakhodir Aripovich – head of the monitoring department,
NATIONAL RESEARCH INSTITUTE NAMED AFTER. A. AVLONI,
TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *the article analyzes the methodological principles of professional training of the future school manager in modern conditions. The author's research concept on the professional training of the future school manager is considered on a methodological basis, and its essence is revealed at the methodological, theoretical and practical levels. The importance of systematic, synergistic, cultural, competence, acmeological, axiological, deontological approaches to this problem is considered.*

Keywords: *future school manager, professional training, deontological culture, research concept, methodological approach.*

ДЕОНТОЛОГИЧЕСКИЕ ПРИНЦИПЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩЕГО ШКОЛЬНОГО МЕНЕДЖЕРА

Умаров Б.А.

*Умаров Баходир Арипович – руководитель отдела мониторинга,
Национальный исследовательский институт им. А. Авлони,
г. Ташкент, Республика Узбекистан*

Аннотация: *в статье анализируются методические принципы профессиональной подготовки будущего менеджера школы в современных условиях. На методологической основе рассматривается авторская исследовательская концепция профессиональной подготовки будущего менеджера школы, раскрывается ее сущность на методологическом, теоретическом и практическом уровнях. Рассмотрена важность системного, синергетического, культурологического, компетентностного, акмеологического, аксиологического, деонтологического подходов к данной проблеме.*

Ключевые слова: *будущий руководитель школы, профессиональная подготовка, деонтологическая культура, концепция исследования, методический подход.*

Introduction.

The decisive factor of the successful management activity of the future catering manager is the professional behavior that serves as an integral form of the system of moral knowledge and skills, moral qualities, motives and moral-value orientations of his personality. This is a complex subjective feature that determines the presence of deontological competence of the school manager – his deontological preparation for management activities, the level of knowledge formation and the methods of operation necessary for making effective decisions in deontologically determined situations of professional interaction.

Deontological use in the process of professional training of the future school manager is related to the spiritual saturation and high role of his activity, the need for constant interaction between the subjects of the management process. The duty of the manager becomes especially important, because his professional activity is the key to the successful operation of the catering establishment, and his behavior is an example for subordinates. Solving this problem is of particular importance in the context of socio-economic and socio-cultural problems facing the country today [1]. Therefore, ensuring the professional training of future catering managers on a deontological basis is one of the priority tasks of higher pedagogical catering. However, in the conditions of the master's degree of a higher educational institution, the educational process is usually focused on the professional training of school managers and is not aimed at the formation of their deontological guidelines. Therefore, the educational and professional program of training managers in the field of school should be focused on the coherence and harmony of normative-legal and normative-personal components.

Research methodology.

The article analyzes the deontological principles of professional training of future school managers in modern conditions. Grouping of forms and methods, comparative analysis, selective observation methods were used for the professional training of future school managers. Logical and structural analysis, grouping and comparison methods were used as research methodology.

Analysis of literature on the topic.

The American scientist R. Stogdill believed that "the structure of the leader's personal qualities should be related to the personal qualities, activities and tasks of his subordinates"[2, p.63].

Z.K.Bagirova stated that in the conditions of higher culinary master's degree, the complex activity of preparing future culinary managers on a deontological basis requires knowledge of work, high level of observation, flexibility,

creative initiative, certain characteristic qualities of a person – passion for work, determination and persistence, treating it with responsibility should be a priority [3, p.33].

M.V.Gamzaeva defines the following management qualities as necessary in the training of future school managers: the ability to set goals and make multifaceted management decisions, the ability to find suitable tools for solving assigned problems, the ability to create a team of like-minded individuals, the ability to unite on the basis of mutual agreement and intellectual unity [4, p. 47].

Thus, the theoretical analysis of scientific research shows that the problem of preparing future culinary managers on a deontological basis in the context of higher culinary master's degree is insufficiently developed both theoretically and methodologically. The concept of training school managers based on deontology in a higher educational institution, its content, forms and methods, conditions and criteria for the formation of deontological competence of future school managers need to be substantiated. Therefore, the gaps in the theory of psychological–pedagogical support for the organization of deontological training and formation of deontological competence from the point of view of the professional training of the future school manager leave a lot of room for the search for optimal conditions, ways and means.

Analysis and results.

The concept of deontology has a certain scope of interpretation. It refers to:

the section on ethics, which sheds light on the problems of duty, related areas, all forms of ethical requirements and their mutual relations [5];

the doctrine of duty, that is, a part of ethics, a set of moral standards and principles of behavior during the performance of one's professional duties [6];

a concept that studies issues related to the concept of duty, a part of moral theory [7];

a science that studies people's morals and proper behavior [8];

the system of ethical knowledge about the ethical, professional and legal obligations and rules of behavior of specialists in relation to people belonging to the field of production and social relations [1].

The principles and norms of deontology are reflected in the professional codes of various specialties related to interpersonal relationships: journalists, lawyers, doctors, social workers, defectologists, psychologists, teachers, which means that professional deontology caused to appear.

The meaningful core of pedagogical deontology is the system of moral and ethical norms and principles necessary for the teacher to fulfill his professional duties [2, p.7]. At the same time, the specific characteristics of professional ethics, the characteristics of the manifestation of ethical categories in the field of management lead to the separation of professional deontology – management direction, in which ethical and moral norms based on the management system of the manager's professional behavior are understood as a science.

The professional behavior of a school manager is based on the culture of professional thinking, the ability to organize one's work on a scientific basis, communication skills, the ability to critically evaluate and improve one's professional experience, analyze one's own capabilities, and conduct scientific activities it is manifested in the ability to organize on the basis, make the right decision, create a comfortable psychological environment in the team, etc. [7, p. 33].

The uniqueness of the professional behavior of the manager of the educational institution is not only due to the need to increase the prestige of the position, to increase the importance of his personality in ensuring the effective operation of the institution, but also "the director himself", "the director is a student", "the student team", "principal – parents of students", "principal – teacher", "principal – pedagogical team" system, the moral interaction is also determined by special psychological and physical education. In the given context, the "principal–pedagogical staff" system is of decisive importance, because it directly reflects the management activity of the head of the educational institution.

Therefore, the leading tasks of management deontology are:

1. Theoretical tasks (revealing the social significance of the leader's adherence to the norms of management ethics, introducing and mastering the principles, norms and rules of his management behavior, ethical values of management activity and relevant qualities of a manager, reflection in future managers development of ethical culture on a positive basis, encouraging them to introspect their actions, learning the principles of behavior of managers aimed at effective performance of professional activities, establishing correct relationships leading to success in the "leader–subordinate" system studying the diversity of relationships, looking for ways to eliminate the harmful consequences of poor management activity)

2. Practical tasks (identification of typical mistakes in management behavior related to violations of professional ethics; revealing specific features of the manager's ethical behavior in the process of solving management tasks) [10, p. 88].

Based on the above, it is necessary to understand a set of theoretical rules and practical measures that ensure that graduate students – future managers of school establishments – understand the need for conscious training under the deontological principles of professional training of managers of catering establishments at the master's level.

According to the above, the leading idea of the research concept for the professional training of masters in school management is to understand deontology as a component of moral science, having its own moral values, and mastering it is an urgent need. His deontological training is a purposeful and controlled process that begins at a higher educational institution and continues during the process of the leader's subsequent adaptation to management activities, ensuring his readiness to perform normative behavior in various professional situations.

The scientific–theoretical principles of the mentioned research determine the justification of its conceptual ideas at different levels: methodological, theoretical and practical. The methodological level reflects the interdependence and interaction of systematic, cultural, anthropological, axiological, acmeological, personal, synergetic, competence, deontological scientific approaches to the study of the problem of training the head of an educational institution.

The systematic approach allows to consider the professional training of the manager of school establishments as a component of continuous professional training that ensures the consistency of all its components (content, forms, methods, practical training).

Systematic analysis is used to form the conceptual rules of research, to develop a structural–component model of training school managers on deontological grounds. Therefore, the systematic approach helps to meaningfully fill the research concept, allows modeling and research of a complex object – the system of deontological training of managers of catering establishments.

The cultural approach to the training of managers of catering establishments shows that:

culture is an important criterion of the quality of management of the educational institution, because socio–cultural changes in education determined the importance of the problems of culture and management deontology;

in school management, anthropocentrism is the basis for the formation of management ethics, which means that it is directed to a person who is a whole, active, humane, spiritual person, a bearer of moral standards and values;

the professional behavior of the managers of catering establishments is based on the unity of the spiritual–ethical and technological components of their deontological culture [9, p.129].

Within the framework of the anthropological approach, the training of the manager of an educational institution is understood as a comprehensive set of humanistic knowledge, which is a condition for the manifestation of the intellectual creative potential of the leader and humanitarian technology. a set of abilities and skills, thanks to which anthropological knowledge is realized in the practical actions of the head.

A personal approach to the development of the personal characteristics of the manager of catering establishments, taking into account the needs, motives, abilities, activity, intelligence, individual psychological and functional characteristics, deontological preparation of managers of catering establishments, acquiring basic skills and professional behavior skills. Formation of deontological training should be aimed at personal and professional development of managers of catering establishments, humanization of all types of management [1].

Taking into account the above, the personal approach is to include each master's degree in active professional activity and, relying on his extensive experience [2], to transform the deontological knowledge, skills and qualities of the future manager into a system of assimilation of deontologically significant norms of professional activity.

The synergetic approach allows to consider the process of training a manager of catering establishments as an open system characterized by non–linear and multifaceted development and subject to constant changes and fluctuations. The synergetic approach allows to justify a new way of thinking related to the ideas of self–organization of the manager, self–development of pedagogical and management systems.

Applying the competence approach in research allows to distinguish the meta–level of professional competence – deontological competence:

is defined as the level of theoretical and practical preparation for management activities based on the norms of professional behavior;

forming the goal of deontological training, which consists in the formation of deontological qualifications, considering its structure from the point of view of the structure of management activity and the structure of the manager's personality;

defining the stages of formation of deontological competence.

The axiological approach allows considering the professional training of the manager of catering establishments as a process aimed at mastering the system of professional values, which is manifested in their historical formation and consolidation in the public mind. Within this approach, the hierarchical system of professional values and qualities of professional value of school managers is determined and studied.

The acmeological approach studies the specific characteristics of the effective activity of the manager of an educational institution, where his professionalism becomes the main criterion, which allows analyzing professionalism as a system consisting of subsystems.

From the point of view of the acmeological approach, the formation of deontological training in the context of the process of professionalization was considered in the study, deontological competence was defined as one of the necessary aspects of the formation of professional skills, and a basis was created for modeling the process of deontological training.

The deontological approach allows defining and formulating a number of ethical requirements for management activities, revealing their characteristics at three levels:

the level of requirements for the manager of the educational institution of the society. the master's ability to consciously justify the goals and means of his professional activity (the level of personal consciousness, his knowledge and beliefs);

levels of perception of professional obligations, readiness to fulfill them and implementation in complex conditions of management activities;

levels of performance of professional duties that become an active life position.

The unity of the specified approaches provides a comprehensive study of the problem through the analysis of its organic connections and interdependencies, allows a structural and logical analysis of the components of the professional training of managers of catering establishments on deontological grounds [2, p.148].

Deontological education as a process has its own set of goals, tasks, structures, functions, and conditions, and masters who have knowledge of normative behavior in various situations of professional activity are trained formation of skills and needs of managers of institutions, to act responsibly and to build relationships in the "person-person" system based on deontological principles, norms and requirements, as well as to develop a reflexive position towards personal behavior that ensures the formation of deontological competence includes skills.

The practical level includes checking the effectiveness of the deontological model of school manager training at the professional master's degree, determining the appropriate pedagogical conditions, criteria and performance indicators.

Model education in higher educational institutions creates the possibility of rapid adaptation to changes in the content of the professional mobility of future managers. Development of professional mobility for future managers is not only a certain ability of a person, but also a combination of organizing and developing professional activities, having a flexible mindset, accepting innovations and effectively integrating them into the process.

Conclusions.

The scientific justification of the technology of deontological training of the manager of the educational institution in the professional master's degree includes a set of preliminary theoretical rules:

Master's training of managers of catering establishments is interpreted as a unique pedagogical system, because it has all the features typical of such a system, and it serves as a basis for theoretical understanding and construction of pedagogical activity;

includes a set of interrelated tools, methods and processes necessary for an organized, purposeful pedagogical impact on personality formation;

ensures the fulfillment of value-content, normative, technological and procedural-resultative functions of pedagogical activity;

contributes to the achievement of set goals;

training of managers of catering establishments is based on the philosophical support of a person as a deontologically oriented being, a subject of development and self-development in the integral unity of anthropocentric and sociocentric communities of his characteristics. This is concretized in the theories of deontology of school management, dialogical paradigm, adaptive management, complex system and reflexive modeling of complex systems and objects, self-management of the head of the school institution;

the formation of deontological knowledge, skills and qualifications is a necessary component of the training of new generation leaders who are able to ensure the effective functioning of the school system by fully utilizing the potential of pedagogical staff;

the deontological model of the manager of the educational institution takes into account the specific features of his management activity;

general and special professional knowledge, skills, qualifications, professional ethics and morals, a set of interrelated blocks of moral qualities and personal characteristics.

So, the set of theoretical-methodical rules and organizational-pedagogical measures aimed at creating conditions for the deontological training of the future manager of the educational institution ensures his deontological qualification classification.

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