

Functions of the Teacher in the Education System

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Abstract - This article discusses the importance of personalized learning in the development of personalized educational principles and the development of students' intellectual abilities and the function of the teacher in the education system.

Keywords - Teacher, Intellectual, Technology, Individualization, Education.

I. INTRODUCTION

Along with the psychological, educational, industrial, technical, economic, social functions, teachers must possess managerial and organizational functions. At the same time, the specifics of their work are such that most of the educational, industrial, economic, social, scientific and technical problems faced by educational institutions, for the teachers themselves, act primarily as management problems. The teacher should transfer to the sphere of activity of management the solution of educational and industrial tasks, since his most important task is to organize the transition from the scientific analysis of the problem and the theoretical version of its solution to practical activity.

Therefore, the possession of managerial and organizational functions of a teacher is paramount. In them acts and through them the majority of its functions refracts. The starting point of management is the formation and selection of management objectives.

The division is characterized by division of labor, as a result of which management functions are singled out - generalized areas of managerial activity. This separation occurs under the influence of both the object of management - production, and the laws of management itself.

The most important part of the management system are the principles and methods of management. The basic

principles of management: the democratization of management, the leading role of the state in management, its management of the economy, planning and science. The main methods of management of an educational institution in modern conditions are planned management, economic accounting, state discipline and responsibility. In order to increase the efficiency of management, it is necessary to make wider use of social planning, as well as psychological and pedagogical methods, economic analysis, and legal methods.

Management can be viewed in statics as a structure and in dynamics as a process. The management process is the process of the functioning of the system, bodies and employees of management. It can be characterized in terms of content, organization, technology.

The content of the management process is determined by the essence of management, its goals, functions, methods, etc. The specificity of the content of the process is connected with the peculiarities of the branches of material production, in our case, the educational process.

The organization of educational process management includes several stages: planning and forecasting; stewardship, coordination and motivation; accounting and control. The process of solving various problems has a common organizational procedure, which also relates to the organizational characteristics of management.

From the point of view of technology, the management process is, above all, the process of obtaining, storing and processing a variety of information.

An important place in the management system is occupied by activities to improve management itself.

The whole educational process management system runs through the planned beginning: planned character is the basis of management, planned character is the principle of management, planning is the most important management function, task planning is the main management method, development and implementation of the plan are the main stages of the management process. Planning of the educational process is one of the main links in the management of an educational institution.

The system approach is a direction in the methodology of scientific knowledge and social practice, which is based on the understanding of objects as systems. The specificity of the systems approach is determined by the fact that it focuses the research on the disclosure of the integrity of the object and the mechanisms supporting it, on identifying the diverse types of connections of a complex object and converting them into a single theoretical picture. A system is a collection of elements interconnected in such a way that a certain integrity, unity arises. The systems approach is based on common sense and on the fact that the systems are literally everything that surrounds us, including the students and ourselves. Knowledge of patterns in the actions or properties of systems for predicting their behavior is an extremely complex and laborious process, not always giving an unambiguous result. shows some of the most common properties of open (i.e. interacting with the external environment) systems that are also inherent in such systems as personality, group, team, organization.

Being in the positions of a systematic approach, which is the correct basis for the scientific perception of the world and the phenomena occurring in it, a person does not have the right to ignore the presence of each system of all these common properties. Trying to influence the behavior of systems should be taken into account these properties.

Based on the above components of the management system as a whole, it is possible to determine the functions of the manager himself.

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Based on the above components of the management system as a whole, it is possible to determine the functions of the manager himself.

The first. Setting common tasks before the educational process.

The educational process usually faces many different tasks: current and future, local, functional, etc. These tasks should be interconnected and coordinated with each other within the framework of common tasks, and the general tasks of the organization are identified and developed by the manager, while he distributes these tasks between departments, departments, and employees.

The second. Definition of ways to solve the tasks, guide the development of a plan for the development of quality training.

After the tasks are defined and set, the choice of ways and means to solve them becomes crucial. In this case, the head proceeds from the objective need to achieve the end results with the minimum expenditure of material, financial and labor resources, timely and high-quality solution of the tasks set. It is important to take into account the fact that in modern conditions the plan for the development of a pedagogical facility provides not only the successful functioning of the facility, but also the introduction of innovations to improve the quality and modernize the training of specialists.

Third. Development of an organizational plan to achieve the objectives, the formation of a system of management methods, as well as the development of the structure of the management system, its procedures and technology of operation and the solution of personnel issues.

Fourth. Management of formation on the basis of the organizational plan of the control system itself (structure, personnel, equipment).

The fifth. Organization of the work of the management apparatus, adoption and implementation of various managerial decisions, organization of workers, encouraging them to work, developing a performance evaluation system and organizing control over the work of the management apparatus, organizing continuous improvement of the structure and operation of the management system

The sixth. To solve these five groups of tasks, the manager must properly organize their own work. Therefore, the management function also includes the organization of his own work, which is why the success of his leadership largely depends.

It should also be emphasized that the main task of the head is to ensure the educational process, the functioning of the management system as a whole, and the integration into a single whole of the efforts of all employees, all management functions, all divisions of the administrative apparatus.

Among these tasks, we can single out the key moments of practical activity: the formation of an experienced teaching staff, the management apparatus and the organization of its work, work on the adoption and implementation of decisions, methods and leadership style, organization by the leader of his work.

In the course of his activities, the manager implements such an important function as the formation of the management apparatus. This process includes two main points - the formation of the structure of the management apparatus and the selection of personnel placement in the established organizational mechanism. On the one hand, this is a one-off act when creating new organizations, on the other hand, constant systematic work to periodically bring the structure and personnel of management in line with the goals, objectives and scale of the organization, to update the composition of employees in connection with the changed conditions (retirement, transfer to other departments, etc.).

In addition to the managers, numerous functional services of the Ministry of Higher and Secondary Special Education are engaged in performing various functions of

designing and rationalizing the organizational structures, forming the administrative staff of a university or educational institution.

The task of the head is to clearly determine which aspects of the work on the formation of the management apparatus he takes on himself, which tasks he assigns to the functional services.

The activity of the head of the formation of the structure of the management apparatus includes: the management of the activities of all services to improve their structure; managing the activities of the unit responsible for ensuring the educational process and improving management; the work of the head in resolving those issues that cannot be entrusted to individual units of the apparatus.

The development of science and technology leads to a deepening division of labor in management, the emergence of new types of managerial labor, an increase in the volume of work on most traditional functions. Under these conditions, the manager relies on the recommendations and guidelines of higher-level institutions, on the development of research institutes and institutions of advanced training and retraining of personnel, on the knowledge of their employees. This does not lead to a reduction in the role of the leader, but his dependence on the competence of teachers and management staff is growing.

When forming and rationalizing the management structure, the manager must clearly understand the role and importance of the structure for the implementation of the goals set for the institution. The goals of the institution are the basis of the structure, but the specific composition and number of links in each case depend on the detailed management tasks arising from these goals, on objectively necessary management functions performed in the organization. On this basis, a set of specialized bodies is formed with the entire system of their relations and informational relations, sequential levels of decision-making are determined, powers and responsibilities are distributed between the links.

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