



## PEDAGOGICAL AND PSYCHOLOGICAL BASIS OF INTERNAL MANAGEMENT OF UNIVERSAL EDUCATIONAL INSTITUTIONS

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**Abstract:** *This article describes what issues the internal control plan and execution of a general education institution can include, and its pedagogical and psychological foundations.*

**Key words:** *education, training, control, situation, characteristic, goal, process, method, methodology.*

### INTRODUCTION

The plan for the internal control of the educational institution can be drawn up for one quarter, six months and one academic year. But it is advisable to make a plan for one academic year.

The plan of internal control carried out by the head of the educational institution may include the following issues [2]:

1. Implementation of the national economic plan for all indicators of the educational institution.
2. The state of educational affairs. Study
3. Educational activities conducted outside the classroom and educational institution.
4. Work with the public and parent organizations and related enterprises in the educational institution.
5. The issue of working with pedagogic staff in an educational institution (increasing the political, scientific-methodical and pedagogical levels of teachers).
6. The state of record keeping in the educational institution.
7. Activities of the student-youth organization of the educational institution.
8. Financial affairs of the educational institution.
9. Educational institution, family and public cooperation.
10. Work of class leaders and other issues, RESEARCH METHODOLOGY

### AND EMPIRICAL ANALYSIS

Until recently, in Germany and Great Britain, the main role in ensuring the quality of education was allocated to internal control based on the competence and responsibility of the heads of educational institutions and departments and teaching staff. In German educational institutions, internal control was mainly carried out by classes, or rather by special commissions responsible for the educational process in them.



The control and quality system established in institutes and universities of Northern European countries (Denmark, Norway, Finland, Sweden) also has its own characteristics [4].

In Norway, the main focus is on the evaluation of the educational process and curricula. The evaluation process is carried out through organizations that are financially supported by the government. Currently, within the Ministry of Education, there is a Board of Control, which independently of other committees conducts the policy of evaluating the quality of the educational space [5].

The internal control of the educational institution can be divided into two groups depending on the studied issue: a) thematic control of the work of the educational institution; b) comprehensive frontal control of the work of the educational institution. Subjective control should cover the following issues can:

1. The state of implementation of the state curriculum in humanities at the educational institution.
2. Development of students' logical thinking skills during the teaching of the basics of science.
3. From the experience of connecting education to education in physics lessons at an educational institution.
4. Cultivation of students' speech culture in the teaching of native language and literature.
5. Status of practical work in history-geography lessons.
6. Science of students in the teaching of chemistry and biology, physics forming a worldview.

In addition, the study of the best practices of 2-3 teachers of different specialties, the study of the methodical work of the head of the class, history-geography, native language-literature teachers is included in the thematic supervision.

Monitoring of the work of the educational institution in a complex manner aims to study the issues of a full pedagogical sense, covering a wide range of educational and economic affairs. For example:

1. The state of teaching specific subjects in the activity of the educational institution and measures to further improve them.
2. The state of implementation of work outside the classroom and educational institution in the educational institution and the ways of their further improvement.
3. Status and effectiveness of teacher training and retraining in the activity of the educational institution.





4. The state of students' provision of textbooks and educational materials and measures to further improve them.

5. The state of using folk pedagogy in the educational system of the educational institution and ways of improvement.

6. The state of teaching of social and humanitarian sciences in the educational institution and the level of knowledge of students.

7. The state of implementation of general secondary and secondary special education in the activity of the educational institution based on the requirements of the current period. Such

it is expedient to discuss the end of the examination of issues in the board of pedagogues of the educational institution.

The following shortcomings are observed in the implementation of the internal control of the educational institution:

1. In some educational institutions, the issue of internal control is not being implemented in accordance with the plan drawn up on a scientific basis, in full compliance with the tenets of management.

2. Cooperation between heads of educational institutions and public organizations in the implementation of internal control in some educational institutions, division of work between them at the beginning of the academic year is not appropriate. As a result of this, shortcomings such as repetition of each other occur in the implementation of control within the educational institution. Effective control is not visible in this way.

3. In the internal control system of some educational institutions, important issues such as the implementation of the decisions of the state and our government on public education, and the implementation of these educational institutions' own decisions, are missing their place. As a result, the management principle is violated.

4. One of the important issues in the internal control system of the educational institution is the issue of mutual lesson observation of the members of the method association organized by subjects, the teachers of the educational institution. This important issue is not at the level of requirements in some educational institutions of our republic. For example, in some educational institutions that we observed, the total hours of lessons observed by teachers during one academic year did not match. However, teachers should observe lessons for at least 2 hours every day.

#### CONCLUSION AND DISCUSSION

Management of the educational system is an important branch of pedagogy. determines the content and methods of its activities, as well as establishes the



system of management of educational institutions. In this regard, great attention is being paid to the appropriate use of the experience of advanced foreign countries in the quantitative and qualitative development of the educational system in the Republic of Uzbekistan.

All the work that is carried out in our republic on the organization and management of education is ultimately to achieve a single main goal, to form a perfect person, a well-rounded, faith-based person with a certain level of general education and professional training. is aimed at finding.

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