



Research Article

PSYCHOLOGY OF PERSONALITY OF THE HEAD OF MODERN COMPREHENSIVE SCHOOLS

Submission Date: December 14, 2022, **Accepted Date:** December 19, 2022,

Published Date: December 24, 2022

Crossref doi: <https://doi.org/10.37547/social-fsshj-02-12-12>

Journal Website:
<https://frontlinejournal.s.org/journals/index.php/fsshj>

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Aliyeva Kamola Saidnegmatovna

Teacher Of The Department "Pedagogy, Psychology And Technology Of Education" Of The Regional Center For Retraining And Advanced Training Of Public Education Workers, Uzbekistan

ABSTRACT

The psychological portrait of the head of modern comprehensive schools, the influence of management style on the general climate in the team, the modern requirements of managers is one of the urgent problems.

KEYWORDS

Leader, management, manager, abilities, managerial functions, team.

INTRODUCTION

One of the tasks of our time is to educate a healthy and independent person who must be perfect in every way. Man is the foundation of society. In his

report at an expanded meeting of the Cabinet of Ministers dedicated to the results of the country's socio-economic development in 2016 and the



most important priority areas of the economic program for 2017, "Critical analysis, strict discipline and personal responsibility should become an everyday norm in the activities of each leader,"[1] said The President of the Republic of Uzbekistan his opinion on managers and management style.

If you look more deeply at the nature of management, you will see that it is very diverse. A leader must have different qualities and abilities for comprehensive management. The same requirements apply to high school principals. Modern high school principals should not only be pedagogue, they should also be able to manage.

One of the earliest work on management is the work of Henri Fayol,"[5]. In 1916, Henry Fayol published his "14 Principles of Management" in the book "Administration Industrielle et Générale. "Fayol's "14 Principles" was one of the earliest theories of management to be created, and remains one of the most comprehensive. He's considered to be among the most influential contributors to the modern concept of management, even though people don't refer to "The 14 Principles" often today.

Principles of Fayol:

1. Division of Work – When employees are specialized, output can increase because they become increasingly skilled and efficient.
2. Authority – Managers must have the authority to give orders, but they must also keep in mind that with authority comes responsibility.
3. Discipline – Discipline must be upheld in organizations, but methods for doing so can vary.
4. Unity of Command – Employees should have only one direct supervisor.
5. Unity of Direction – Teams with the same objective should be working under the direction of one manager, using one plan. This will ensure that action is properly coordinated.
6. Subordination of Individual Interests to the General Interest – The interests of one employee should not be allowed to become more important than those of the group. This includes managers.



7. Remuneration – Employee satisfaction depends on fair remuneration for everyone. This includes financial and non-financial compensation.

8. Centralization – This principle refers to how close employees are to the decision-making process. It is important to aim for an appropriate balance.

9. Scalar Chain – Employees should be aware of where they stand in the organization's hierarchy, or chain of command.

10. Order – The workplace facilities must be clean, tidy and safe for employees. Everything should have its place.

11. Equity – Managers should be fair to staff at all times, both maintaining discipline as necessary and acting with kindness where appropriate.

12. Stability of Tenure of Personnel – Managers should strive to minimize employee turnover. Personnel planning should be a priority.

13. Initiative – Employees should be given the necessary level of freedom to create and carry out plans.

14. Esprit de Corps – Organizations should strive to promote team spirit and unity.

As well in the countries of the CIS and Uzbekistan, such scientists as R. Lippit (1958), B. G. Ananiev (1969), B. Parygin (1971), E. S. Kuzmina (1974), A.N. Leontiev (1975), I.S. Mangutov (1975), A.L. Svintsitsky (1986), A.G. Kovalev (1978), F. Fidler (1978), V.S. Ageev (1986), N.N. Obozov (1990), M.G. Davletshin (1998), B. B. Shaumarov (1998, 1999), E.G. Gaziev (1999), V.M. Karimova (1994), O.R. Shamiev (2000) and others conducted their research on the problems of management and personality the leader.

In his article, "Substantial Characteristics of the Psychological Portrait of the Personality of the Head of a Modern Secondary School," Falunin V.F. and Falunina E.V. define several criteria for a successful school leader[2]:

- to understand the existential value of life "here and now";
- to take a humanistic position as a value priority of interaction, which gives the actions,

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| <ul style="list-style-type: none"> behavior and relations of the leader clarity, stability, poise, confidence and justice; - share the values of a self-actualizing personality; - believe in people and the power of human capabilities, which can become a solid foundation for building true interpersonal relationships and lead to natural sympathy and trust in social interaction; - to be open to new experiences and ready for the ever-changing reality of the modern world; - strive for self-realization - a feeling and awareness of one's need, relevance and value in the modern world; - to be a mentally healthy, holistic, harmonious person; - have a strong sense of confidence in their abilities and capabilities in a harmonious combination with sincere trust in the world around us, other people; - along with clear planning and existential logic, be prepared for spontaneous action; | <ul style="list-style-type: none"> - have a high level of autosympathy, which is the basis of mental health and integrity of the individual; - have the ability to establish strong and friendly relations with others; - be flexible in communication, adequate in self-expression, free of social stereotypes, prone to self-disclosure, ready for self-feeling and oriented towards empathic listening; - have developed empathy, which correlates with a person's high ability to feel the problems of others; - It is distinguished by well-being in life - it is successful and attractive not only in the professional sphere, but also in the personal space; - have a pronounced level of development of self-confidence, which, according to the theory of V.D. Shadrikov characterizes him as a person who is able to act in accordance with the rights and freedoms of other people, without prejudice to his rights and personal freedoms. He achieves the desired goal without harming others; |
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- to have a high level of development of tolerance as the ability to recognize and accept the personal, ethnic and professional subjectivity of the Other, with an understanding of his rights to a different lifestyle, free expression of his views and values, a positive attitude towards ethnic, social and subcultural differences;
- combine own interests with state guidelines and universal values, be focused on the future;
- respect the past, which has become history, and focus on the future, while bearing full responsibility for the present at the level of personality, socio-cultural and universal.

Also, the leader must have several management functions: planning, organization, control[3].

Planning is the beginning and the basis of managerial activity. Prepared plans show when and by whom planned activities will be completed.

Planning includes past experience, analysis of current conditions and setting real tasks for the future.

Organization is the creation of a system consisting of the following three components: implementation groups, economic relations and technical means that are logically interconnected.

Control is the organization, classification and evaluation of events in a predetermined form. With the help of the control, an initial classification of the socio-psychological characteristics of objects according to their severity (expert assessment) is carried out.

In addition, the modern director of the school must have adequate professional self-esteem, otherwise he will not be able to analyze his activities and the activities of the teaching staff. High self-esteem does not allow the leader to grow, because he is sure that he is competent in all matters and does not seek further self-improvement. Low self-esteem, on the contrary, inhibits the development of personality, the leader is not confident in himself, is afraid to introduce innovative technologies into the educational space of his school. Adequate professional self-esteem (namely, the most realistic assessment of their professional abilities, their place in the team, the consequences of decisions) is the path to professional success. Professional self-esteem must be formed in the



process of training at a university, but in the process of labor activity, the formation of professional self-esteem[4].

Summing up the above, it is possible to determine some aspects of the psychological portrait of the director of a modern school: this is, first of all, adequate personal and professional self-esteem, a locus of control with a tendency towards internationality, and, of course, professional orientation of the business. These qualities will help the leader to be successful in modern conditions, adequately make decisions and be responsible for the results of his activities.

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