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The Role of Class Leaders in Innovative Management of General Secondary Educational Institutions

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Abstract: One of the main links in the innovative management of secondary educational institutions is the class teacher, a teacher who constantly interacts with students. A teacher in this position must, first of all, be a person with high moral qualities, capable, knowledgeable, and capable of guiding young people in the right direction. This article discusses the qualities of school class teachers, their job responsibilities, what to pay attention to when choosing class teachers, and the processes of working with students.

Keys words: School, community, class, education, upbringing, psychologist, modern education, parents, behavior, innovative educational technologies.

Introduction. Each student may not fully understand the responsibility they bear, the importance of acquiring knowledge, or their own abilities. Therefore, until our boys and girls choose their own independent life paths, they need the support and care of adults. Considering that most of their time is spent at school, it becomes evident how broad the responsibilities of a class teacher are. Managing the educational process, fostering a united classroom community, and creating the necessary conditions for students to fully realize their potential all highlight the invaluable role of the class teacher. This is because they serve as the main mediator uniting the educational and upbringing goals of all responsible parties — parents, subject teachers, school psychologists, and others involved in shaping the future of our youth.

Analysis of Literature and Methodology. Numerous scientific sources, pedagogical studies, and international experiences have been analyzed to study modern approaches to managing the educational process. Scientific literature on pedagogical management, innovative management, and digital education technologies shows that combining traditional and modern methods is essential for organizing the educational process effectively.

In national literature, pedagogical scholars such as R. A. Mavlonova, N. Kh. Rakhmonqulova, B. A. Normurodova, and K. O. Matnazarova have conducted significant research on innovative approaches, educational management, and pedagogical technologies in school education, particularly through works like *"Methodology of Educational Work."* In addition, decisions made by the President of the Republic of Uzbekistan and normative documents issued by the Ministry of Higher Education, Science, and Innovation serve as a foundation for shaping modern approaches in the education sector.

The analyzed literature shows that the following key approaches are considered effective in managing the educational process:

Innovative educational technologies – organizing management using digital technologies, artificial intelligence, and distance learning platforms.

Pedagogical management – developing and increasing the efficiency of management skills among educational institution leaders and teachers.

Motivational approach – improving the quality of education by increasing the internal motivation of both students and teachers.

Development of creative and critical thinking – supporting students' independent thinking and their adaptability to innovative approaches.

In this study, the following methodological foundations were used to examine modern approaches to managing the educational and upbringing process:

Theoretical-analytical method – analysis of scientific literature on educational management, innovative pedagogical technologies, and modern teaching methods.

Empirical research methods – examining the practical management of the educational process in schools, conducting surveys among teachers, students, and school administrators.

Experimental method – implementing pilot programs to test modern management technologies and evaluate their effectiveness.

Comparative analysis – studying the differences and similarities between international experience and the national education system and proposing adapted versions of innovative methods. These methodological approaches make it possible to determine modern models and the effectiveness of managing the educational process. The research results help to gain a deeper understanding of the importance of using innovative approaches in school management and contribute to the development of effective management strategies.

Discussion and Results. In accordance with paragraph 21 of the "Roadmap for Deepening Reforms and Transforming the System in the Sphere of Preschool and General Secondary Education" approved by the Decree of the President of the Republic of Uzbekistan No. PF-79 dated May 26, 2023, and in order to ensure the effectiveness and systematic organization of the work of deputy principals for spiritual and educational affairs and class leaders in general secondary education institutions, the Minister of Preschool and School Education issued Order No. 190 on June 27, 2023, "On Approval of the Job Description of the Deputy Principal for Spiritual and Educational Affairs and Class Leaders of General Secondary Education Institutions." The second appendix of this order contains the job description of class leaders in general secondary education institutions. The role of a class leader is multifaceted and rich in content. In addition to educating the students in their class, the class leader solves complex problems such as determining what needs to be done during the academic year or term, how to occupy students meaningfully, and how to implement chosen activities correctly. Various sources support the class leader in this process. Based on the analysis and study of behaviors displayed by students and the underlying causes of these behaviors, the following key requirements should be observed in studying students:

Studying children should serve to improve the quality of education and upbringing. Through the continuous study of students, it becomes possible to creatively select more effective methods and approaches for influencing individual students and the classroom community as a whole. Simply recording students' individual characteristics, tendencies, and interests is not enough. It is important to organize educational work that takes into account the unique characteristics of each student. Truly understanding one's students means focusing not only on their external behavior but also investigating the causes behind their actions.During the course of this study, the following mismatches between social developments and the development of educational institutions, including general secondary schools, were identified and grouped as follows:

Mismatch between economic realities – characterized by the lack of optimal methods for budget formation, financing procedures, and calculating financial expenditures, while ensuring the state's guarantees of funding prevail. Difficulties in general education institutions establishing entrepreneurial activities and finding financial resources can be seen as a result of such mismatches.
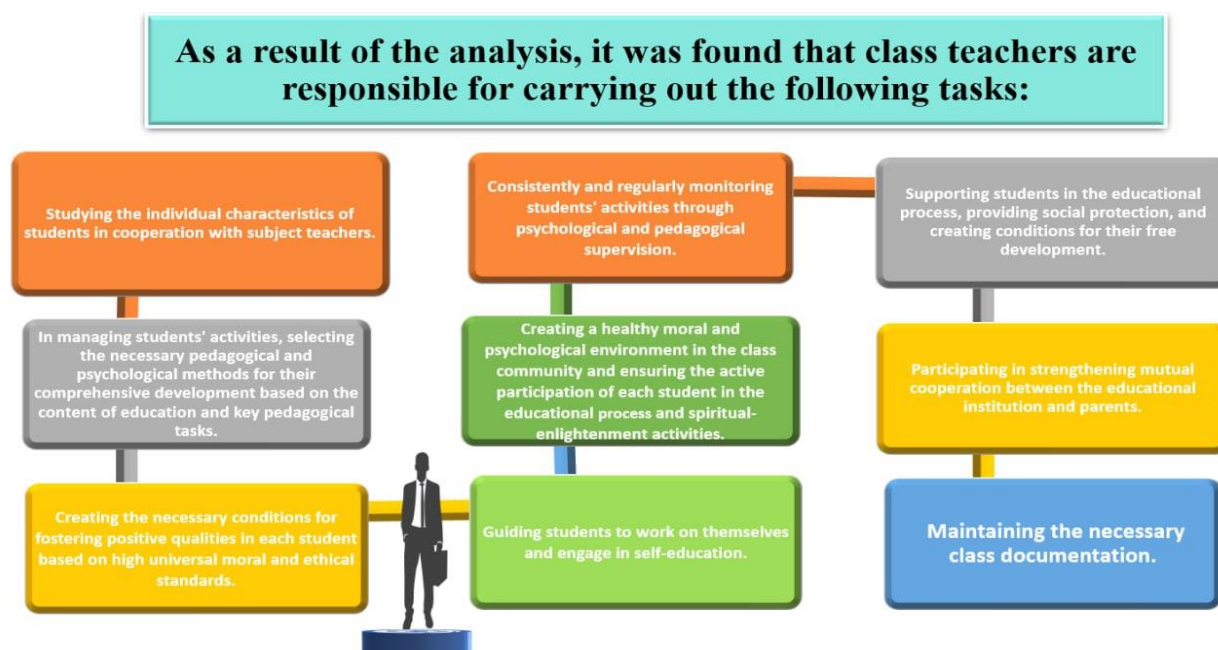
Mismatch between the actual conditions in schools and the educational methods used in pedagogical practice – for example, the students' academic performance in various subjects is usually assessed using certain criteria, represented through numerical grades or scores. However, if the grading system were supplemented by short written analyses, class leaders and parents would be able to evaluate the students' intellectual and moral development more effectively. Students themselves would also be able to assess their personal abilities and potential more independently, which would, in turn, foster greater self-discipline and ambition.

Grades are typically recorded in the **kundalik.com** system, while short written analyses can be documented in the **"Individual Development Notebook"**. The first pages of such notebooks include assessment criteria confirmed with the consent of students and their parents. The concise analytical commentary in the "Student's Individual Development Notebook" is structured according to the following scheme".

Student's Individual Development Notebook

Date	Test (control) subject	Content analysis	Teacher's signature	Parents's signature

In our opinion, the **"Student's Individual Development Notebook"** helps class leaders and subject teachers in setting future tasks and identifying directions for the student's personal development.The ongoing changes within the network system are also considered an important resource for the effective organization of innovative activities within educational institutions. Indeed, the changes taking place in the field of education compel institutions to search for new forms and methods of work and to improve existing ones. In this regard, it is appropriate to highlight innovations based on the experience of teachers and school leaders through the example of class leaders' activities. As a result of the analysis, it was determined that class leaders are responsible for fulfilling the following tasks. This can be illustrated in the following diagram.

As a result of the analysis, it was found that class teachers are responsible for carrying out the following tasks:

- Studying the individual characteristics of students in cooperation with subject teachers.
- Consistently and regularly monitoring students' activities through psychological and pedagogical supervision.
- Supporting students in the educational process, providing social protection, and creating conditions for their free development.
- In managing students' activities, selecting the necessary pedagogical and psychological methods for their comprehensive development based on the content of education and key pedagogical tasks.
- Creating a healthy moral and psychological environment in the class community and ensuring the active participation of each student in the educational process and spiritual-enlightenment activities.
- Participating in strengthening mutual cooperation between the educational institution and parents.
- Creating the necessary conditions for fostering positive qualities in each student based on high universal moral and ethical standards.
- Guiding students to work on themselves and engage in self-education.
- Maintaining the necessary class documentation.

In managing general secondary education institutions innovatively, the school leader must select class leaders from among the pedagogical staff operating within the team, based on the current normative and legal documents.

I believe this is one of the most important aspects. The reason is that students constantly observe the behavior and character of their mentor (class leader), and if they find it worthy, they admire and try to emulate it. Therefore, it is evident that the leader should appoint a person whom students can genuinely look up to. From my 17 years of experience, I can confidently say that young people look for an ideal figure — a complete and exemplary personality — to dream of and strive toward. It is our responsibility to reflect this image as much as possible in the person of the class leader. In managing the innovative activities of an educational institution, it is crucial first to define the objectives and the tasks that must be accomplished.

Taking into account the interconnection of all objective and subjective factors in the management system, the head of the educational institution should organize their activities systematically and define future tasks in advance.

There are several effective methods for identifying future-oriented tasks. One such method is the **complex (comprehensive) synthesis analysis of activities**. Analysis involves breaking down general events and objective/subjective factors into individual parts to identify their specific characteristics and the underlying interconnections.

Synthesis, on the other hand, is the process of generalizing these separate events and factors into a unified, logical structure based on their individual features.

Studying General Information About the General Secondary Education Institution

It is advisable to analyze the institution's general condition (its "portrait") through the following areas:

1. Material and technical base (administrative buildings, classrooms, production workshops, experimental fields, sports facilities, library resources, medical room, cafeterias, access to drinking water, heating and sewage systems)

2. Institutional funding (budget for current and capital repairs, funds allocated for equipment, list of buildings in need of repair, sources of financial resources, founders' funds, budget and extra-budgetary funds, sponsorships, charitable contributions, income from entrepreneurial activities, outstanding debts, payroll, utility costs, etc.)

3. Pedagogical staff (number of teachers, their average age, ethnic background, social-ideological beliefs, education level, specialties, work experience, gender, number of part-time teachers, number of job vacancies, data on occupational safety — injuries during educational activities, sports events, excursions, breaks, socially useful labor, temporary disability payments, etc.)

4. Students (total number of students, gender, social background, ethnicity, religious views, health status, number of classes, number of morning/afternoon shifts, student turnover – i.e., graduates, newly enrolled, expelled, home-schooled, transferred, or relocated students)

5. Work schedule of the institution (total number of academic hours, extracurricular activities such as subject circles, arts and sports clubs, music studios, other clubs, and moral-educational activities including seasonal leisure and enrichment programs)

6. Psychological services (number of psychologists, speech therapists, psychotherapists; scope of services)

7. Social-pedagogical services (number of social pedagogues, their education level, qualifications, professional skills, experience; also data about students under special supervision — those with behavioral issues, those with parents abroad, from large families, registered with law enforcement or narcology centers, chronically ill, exempt from physical education, in special medical groups, disabled from childhood, or without one or both parents)

8. Final results of the previous academic year (dynamics of educational performance — growth or decline, number of students graduating with honors, achievements in subject Olympiads and sports competitions)

9. School management system (organizational structure, job responsibilities of school leaders, functions of governing bodies)

10. Collaboration (institution's partnerships with higher education institutions, vocational colleges, and social organizations)

11. Ongoing innovative activities (information about innovations implemented by the educational institution)

In our opinion, this comprehensive data provides a foundation for:

➢ Studying the capabilities of the institution in specific areas,

➢ Identifying innovations suitable for the institution,

➢ Recognizing objective and subjective factors that hinder the effective organization of innovative activities. Analyzing the **positive and negative factors** influencing effective innovative management in general secondary education institutions allows for a holistic description of the current situation.

After completing the initial stage, the next set of tasks includes:

➢ Reducing the impact of negative factors,

➢ Increasing the influence of positive factors.

Conclusion. In conclusion, improving the effectiveness of class leader activities, enhancing the educational process, introducing innovative approaches, and utilizing existing resources efficiently can ensure the development of general secondary education institutions.This, in turn, is a crucial factor in educating a modern and competitive generation.The implementation of **innovative management principles** in the activities of educational institutions allows for the rational use of available potential and resources, and the full realization of teachers' talents. Furthermore, conducting a systematic analysis of comprehensive information about the school's material and technical base, financial condition, availability of psychological and social services, leadership system, quality of the teaching staff, and student demographics makes it possible to identify the factors hindering innovative activity — and to develop appropriate strategies for overcoming them.

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