



WAYS TO DETERMINE THE LEADERSHIP ABILITY OF THE PUPILS BY CLASS SUPERVISORS

Ziyodullayeva Sarvinoz Shamsiddin kizi

Senior Lecturer, University of Economics and Pedagogy, Karshi city, Republic of Uzbekistan

ABSTRACT. BACKGROUND

*This article provides information on the methods for the formation of leadership qualities in primary school pupils, the history of leadership qualities. The class supervisor conducts educational work together with the school administration and in cooperation with the neighborhood community and parents. The school administration should always support the class supervisor and his/her work. Because the class supervisor knows his/her pupils well and takes into account what is needed to educate them. The **object** of the article is the work of the class supervisor managed by the deputy director for spiritual and educational affairs.*

*The **aim** of the article is to define and show the role of the class supervisor who is a pedagogue who leads a team of pupils at the same level, same age, and equal in terms of knowledge.*

***Methods:** descriptive method and method of analyses were used to prove the informativeness of the topic relied on the studies of well-known pedagogues.*

***Results (Findings):** The analysis of the examples presented in the article shows that the leadership is based on the place where the organization officially exists, and leadership is created on the basis of psychological relationships.*

***Conclusion.** Summing up the results, it can be concluded that the class supervisor should actively work with the parents of the pupils. According to experts, a class is a group of boys and girls of different temperaments and characteristics, but all of the same age, learning from teachers, and the manager, assistant and excellent pupils of this team. After all, it is necessary for parents to find out about the things that are going on in the classroom at school and accompany them when they are in trouble. For this, it is necessary to keep a contact book between the parents and the class supervisor and keep it without leaving it at all times.*

***KEYWORDS:** class supervisor, leadership qualities, educational work, cooperation, parents, pedagogue, age, knowledge, psychological relationships.*

INTRODUCTION

The main goal of the class supervisor is to be able to understand each other with the pupil and the head of the class in the process of properly educating his pupils, and the head of the class should be more attentive to the pupils. At school, pupils are educated through the work of the class supervisor. In particular, pupils are educated through events, concerts, various parties, meetings, contests and other games. Accordingly, pupils' thinking ability develops. The class supervisor's work plan is drawn up and supervised by the school principal and deputy principal. In the initial stage of primary school education, children take the first step in education under the guidance of a class supervisor.

They acquire knowledge, skills and abilities in educational activities. A teacher is characterized by his attitude towards children, great kindness and care. And these are carried out with strict demands. It is also important for the class supervisor to establish the correct relationship with the pupils and to reconstruct them according to the growth and development of the pupils.

LITERATURE REVIEW

Leadership (Persian: guidance) - achieves high indicators (results) in the field of activity (V.Pareto); charismatic (M. Weber); intellectually and morally superior to others (Dyuverje); the most active in political relations, striving for power (Mills); the organized minority of the society (G.Moska); achieved a high level in society due to biological and genetic origin (Nissche); influencing social development due to occupying a high level in society (Dupré); people with high status and prestige in society.

According to experts, the teachers manage to meet pedagogical requirements for pupils, parents, educators of the extended day group constantly communicate with the public. Class supervisor assists pupils in studying when necessary. The class supervisor keeps a record of his/her work and presents it to the school administration. Pupils are trained to improve their health and are taught physical and mental work. Communalism is a concept formed on the basis of mutual closeness and cooperation of people,



meaning social unity in the peoples of the world, including the Uzbeks. Communism is a way of life and lifestyle based on mutual cooperation and support of people, and is the opposite of individualism, personal selfishness, and egocentrism.

Children who study well should be encouraged in the class, i.e. in the team, during the meeting of the class supervisor. Children are friendly to each other. He/she strives to start reading them well, striving for each other. Bad pupils also aspire to good pupils, and they also strive to study well. In addition, the class supervisor should make a library for the class in order to improve the pupils' level.

Pupils can benefit from reading the books in this library outside of class or in their free time after class. It is only by absorbing the revolutionary, labor, and fighting traditions of our young generation, imbibing the best qualities of the older generation, their ideological faith and fortitude, love for the Motherland, and their aspiration to participate in strengthening its economic, political, and military power. Pupils can continue and reproduce the work of their grandfathers and fathers.

MATERIALS AND METHODS

Family is also a part of society. Raising a child in a family is very important. The family, unlike other educational institutions, is able to influence all aspects of a person throughout his life, and usually does. This enormous scale of the task of family education is combined with the deep uniqueness of its ideological and psychological impact.

Forms of work with parents usually include the experience of the class supervisor's personal characteristics, the unique characteristics that have arisen in the pupils' families, the knowledge and experience of parents, the above-mentioned mistakes and difficulties in raising children, character characteristics are determined by taking into account the environment in the school pedagogic team, the traditions and customs of working with parents.

Knowledge is a socio-historical, practically checked and logically confirmed result achieved in the process of knowing reality; the reflection of this reality expressed in the human mind through imaginations, stories, discussions and theories; information collected by people about natural and social phenomena; reflection of reality in human thinking. In the implementation of pedagogical education to parents, not only provide knowledge, but also arm them with practical qualifications and skills in the field of education, stimulate their pedagogical activity, encourage them to engage in independent activities, and establish family relationships in accordance with the purpose. It is very important to put.

Parents meetings should be possible organizational, final quarter meetings, topic discussion, practicum meeting, parent general education class plan meeting, etc.

One-on-one pedagogical conversation is the most popular, convenient and effective form of the class supervisor's work with pupils and parents. Quick resolution of issues that arise with the help of conversation, establishing reliable relationships with parents, obtaining additional information about the conditions of family education, providing pedagogical knowledge to parents, developing a program for the child's individual development and a system of joint pedagogical actions. The educational influence of mothers/fathers and the correction of the behavior of difficult-to-educate children and the resolution of disagreements between pupils are solved. Every parent loves their child, so they look with sincere respect and trust to the class supervisor, who considers it important to consult about their possible joint efforts to strengthen the new, social aspects formed in their child. Lack of pedagogical knowledge in parents leads to many mistakes in family education. It is impossible not to take this into account when working with parents. In this regard, the following difficulties and mistakes of parents in raising children can be distinguished:

1. Lack of parents' interaction with their children. They rarely talk about themselves and their work. School children are less interested in the life of the community, and parents are not interested in their child's interests, their attitude to public affairs and work, etc.
2. Inability to organize children's labor education by involving them in labor processes.
3. The presence of negative examples in parents' lives destroys the pedagogical effort of the school.
4. Examining the lack of consistency in the educational influence of parents, cleaning up for any wrongdoing does not help to create moral immunity.
5. The system of prohibitions as the basis of family education is the result of not being able to educate on the basis of social models, not being able to organize a child's life in such a way that he/she always practices correct behavior.
6. Actions are not coordinated with the school or disagree with it.
7. The fact that some parents weaken their educational activity as their children grow up, which leads to children's distance from their parents and their interest in school decreases.
8. Delaying in making decisions. Thinking that the child will come to his/her senses and recover after he grows up is usually not justified, it often leads to a situation of pedagogical neglect that requires re-education. Pedagogical lecture is one of the most popular forms of pedagogical education.



RESULTS

In recent years, providing pedagogical knowledge to parents has gained a large scale, providing pedagogical knowledge to mothers is carried out in various forms in enterprises, clubs, houses of culture, and through parental pedagogical universities. One of the important problems facing the science of pedagogy today is the problem of working conditions of teachers and pedagogy. Because all pedagogical ideas are embodied in the teacher, and these pedagogical ideas are implemented and implemented through his activities. The multifaceted and complex activity of a teacher is based on the important tasks of raising the young generation to be polite and attentive, arming them with scientific knowledge. Implementation of these depends on the various activities of the teacher: teaching children, organizing and conducting activities outside of school and the classroom, carrying out pedagogical propaganda among parents, and so on. All these require teachers to have deep knowledge, to love their field and children.

DISCUSSIONS

The peculiarity of the class supervisor's work is that he forms not just a team of children, but a team of pupils. The main task of pupils is to study. Therefore, the class supervisor first determines how the children feel about their studies, how they behave, whether they do their homework seriously or not.

The role of the class supervisor is important in organizing the class team and organizing the class meeting. In order to hold a class meeting, the team must first be assembled. The class supervisor sees many issues at the meeting. At the class meeting, several issues will be considered, problematic aspects will be analyzed and it will be necessary to find a solution.

CONCLUSIONS

In conclusion, the class supervisor should always be aware of his/her pupils. For example, if a pupil's learning is poor, in order to improve it, the teacher should first meet with the parents and inquire.

Class supervisor should talk to parents about why he/she is not studying well, why he/she does not attend classes on time. If the child's family has all the conditions, and the child wants to study well, but is not able to achieve the result he/she thought, the teacher should put the child next to a friend who studies well.

In addition, class supervisor organizes additional lessons for such passive pupils in many different subjects, such as mathematics, mother tongue, reading, etc., the teacher must act to further increase the demand and interest of children in reading.

And finally, the most important thing is what are the goals of their studies. These goals are considered to have a social essence or not. The teacher may face various situations at the initial stage of working with the class. The head of the class chooses educational methods according to the level of the determined level of the team's development. It is an additional requirement to take into account the age characteristics of teachers.

A class supervisor plays a major role in the development of a person. Mental education plays an important role in all-round development of a person. The task and content of the class supervisor's moral education forms environmental consciousness and culture from teachers.

BIBLIOGRAPHY

1. Madvaliyev A. (2003). *O'zbek tilining izohli lug'ati (The Explanatory dictionary of the Uzbek language)*. Tashkent: O'zbekiston Milliy entsiklopediyasi.
2. Мудрик А.В. (2006). *Социализация человека*. М.: Издательский центр «Академия», 304.
3. Shodiev R.D. *Methods and Forms to Ensure Understanding in Educational Process*. *Eastern European Scientific Journal*. DOI, 10.
4. Нуруллаева Ш.У. (2021). *Бўлажак ўқитувчиларни методик тайёрлаш тизими*. Мугаллим ҳам ўзликсиз билимлендириш. №2. Нөкис.
5. Нуруллаева Ш.У. (2021). *Педагогик жараёндаги зиддиятлар ва уларнинг позитив жиҳатлари*. *Илм сарчаимлари*. № 6.
6. Аслонова О.П. (2020). *Бошланғич синф ўқувчиларининг когнитив функциясини психо-педагогик аспекти*. *Уз Академия*. *Илмий услубий журнал*. – Б. 171–175.
7. Aslonova O.P. (2020). *Boshlang'ich sinf o'quvchilarining kognitiv xususiyatlarini rivojlantirish*. *Мугаллим ҳам ўзликсиз билимлендириш илимий методикалық журналы*. 6(1). – Б. 130.
8. Ярманова Ю.Б. (2015). *Закономерности смыслообразования в процессе понимания*. *Молодой ученый*, (6), 726–729.
9. Yu Y. (2019). *Positive trends and development prospects personalities of the child in the team*. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
10. Орпова Н.Х., & Ёзиева У.Л. (2016). *Особенность педагогического процесса в воспитании у молодёжи общенациональных ценностей*. *Журнал научных публикаций аспирантов и докторантов*, (2), 30–32.



11. Атаджанова Б.Т. (2020). Научный текст как источник обогащения профессиональной речи. *Вестник педагогики: наука и практика*, (51), 70–71.
12. Орипова Н.Х., & Келдиярова В.Б. (2018). Формирование образного мышления учеников начальных классов через интеграционное обучение. *Журнал научных публикаций аспирантов и докторантов*, (7), 43–45.