

**THE ROLE OF THE SCHOOL PRINCIPAL IN THE ORGANIZATIONAL AND
METHODOLOGICAL RENEWAL OF PRIMARY EDUCATION MANAGEMENT IN
THE CONTEXT OF SUSTAINABLE EDUCATIONAL DEVELOPMENT**

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Abstract: This article analyzes the essence of the modern primary education system, its distinctive features compared to traditional education, and the significance of the school principal's role in the educational process. The study highlights the organizational and methodological activities of the principal under the conditions of sustainable educational development, emphasizing innovative management culture and control mechanisms based on digital approaches. The author also reviews the views of national and CIS scholars, along with her own scientific reflections. As a result, the principal is interpreted as a central figure in modern primary education — a leader who supports teachers, implements innovative ideas, and manages methodological processes.

Keywords: Modern education, primary education, school principal, management culture, innovative approach, methodological leadership, quality management in education, digital education, reflexive management, pedagogical leadership.

Any society's progress is fundamentally determined by its education system. In this context, primary education is the most crucial link in the system, as it shapes a child's personality, worldview, thinking, and social qualities. Historically, the educational process was dominated by a traditional system characterized by strict order, a linear structure of lessons, and established mechanisms of knowledge acquisition and assessment.

In today's era of globalization and digital transformation, ensuring the quality and efficiency of education—particularly at the primary level—has become a state policy priority. The concept of sustainable educational development calls for the creation of an innovative, competitive, and human-centered educational environment that meets the needs of modern society. Therefore, updating the organizational and methodological mechanisms of managing primary education and improving them on a scientific basis has become a pressing necessity.

Within the process of sustainably developing a modern education system, the role of the school leader—especially the principal—in management culture, pedagogical organization, and supervision acquires special significance. Effective management of primary education, enhancing teachers' methodological competence, and ensuring the quality of instruction position the school principal as the central figure in the educational process.

As noted in the Presidential decrees of the Republic of Uzbekistan on improving the education system, strengthening the responsibility and initiative of school leaders is a crucial condition for enhancing educational quality. Consequently, renewing the organizational and methodological monitoring and communication practices implemented by principals in the context of sustainable educational development is of great importance.

From Traditional to Modern Educational Approaches

Traditionally, the education system was centered on the teacher's leadership role and the systematic transmission of knowledge. Lessons were meticulously planned, and the teacher acted

as the core figure in the process. In Uzbekistan and Central Asia, this approach has deep historical roots in early schools and madrasas, where teacher–student relations, moral education, and memorization-based teaching methods prevailed.

At the beginning of the 20th century, Uzbek enlightenment thinkers such as Abdulla Avloniy, Mahmudxo‘ja Behbudiy, and Abdurauf Fitrat emphasized the need to modernize the traditional education system. While acknowledging its historical value, they argued for its adaptation to the demands of modern science and life.

During the Soviet period, education became centralized and uniform, with the teacher’s role reduced to transmitting standardized knowledge and assessing memorization. Prominent CIS scholars such as K.D. Ushinskiy, V.A. Slastyonin, L.S. Vygotsky, and V.A. Sukhomlinskiy analyzed these principles in depth, emphasizing the educational function of schooling, the moral example of the teacher, and the importance of discipline as key factors in learning effectiveness.

The Expanding Role of the School Principal

The principal’s role in primary education today extends far beyond administrative management. The principal functions as a methodological leader, motivator, and key agent of pedagogical monitoring.

According to Uzbek researchers A. Abduqodirov, S. G‘ulomov, and N. Mamatova, the principal in modern conditions must act as a facilitator of teachers’ professional growth and as a promoter of innovative teaching approaches.

CIS scholars such as V. Slastyonin, E. Bondarevskaya, and L. Danilova argue that leadership should not be limited to supervision but rather be part of “pedagogical management” - a system of cooperation, reflection, and development-oriented control. This aligns with the concept of “reflexive management,” which sees the principal as a communication hub fostering stable interaction among teachers, parents, students, and the community.

Organizational and Methodological Approaches for Modern Control

To renew the monitoring system in primary education, a school principal should employ the following organizational and methodological approaches:

Diagnostic Monitoring System. The principal analyzes teachers’ performance through developmental evaluation, identifying strengths and areas for improvement to design individualized professional growth programs.

(As discussed by N. To‘rayeva in “*Diagnostic Approaches in Pedagogical Monitoring.*”)

Reflexive Feedback Mechanism. Through regular consultations and discussions, the principal creates a mutual learning environment, turning teachers into active participants in the process. (E. Bondarevskaya interprets reflexive management as “a crucial component of humanizing education.”)

Innovative Methodological Analysis. At the end of each academic term or year, the principal analyzes innovative projects and best teaching practices, organizing internal seminars to share experiences—thus establishing a “methodological development cycle” within the school.

Digital Communication Platforms. The principal uses electronic gradebooks, online analytical tools, and digital communication systems to monitor teachers’ activities, ensuring transparency and efficiency.

In the modern context, a principal’s work must evolve from traditional supervision to a system of pedagogical management and communicative leadership. The ultimate goal is to transform teachers from “responsible performers” into “creative partners.” When control processes are

combined with analysis, consultation, and motivation, they become a driving force for teacher development. Therefore, the principal should implement a three-stage monitoring model:

Observation and Diagnosis (identifying the situation);

Methodological Guidance and Development (analytical dialogue);

Reflexive Analysis (mutual learning and synthesis).

This model aligns with the concept of sustainable development by ensuring continuity, growth, and effectiveness.

The Principal as a Pedagogical Leader

Modern primary education is not merely about knowledge transfer; it is a system aimed at developing students' independent thinking, creativity, information literacy, and teamwork skills. In such conditions, the school principal's management culture, innovative mindset, and pedagogical influence become decisive factors.

The methodological role of the principal is manifested in:

Analytical activity: observing lessons, analyzing teachers' work, and identifying their strengths and developmental needs;

Guidance and consultation: conducting regular methodological meetings, promoting advanced teaching experiences;

Motivation: inspiring teachers toward self-development and innovation;

Innovation management: initiating and supporting creative and research-oriented projects among students.

Scientific analyses show that the success of modern primary education largely depends on the principal's leadership style. A leader who fosters openness, trust, cooperation, and reflective analysis builds a creative and motivated teaching community.

The implementation of digital management tools, diagnostic monitoring, and methodological evaluation mechanisms contributes to the stable improvement of educational quality. Hence, the modern principal is not merely an administrator but a scientific-methodological manager, pedagogical strategist, and motivational leader.

Conclusion

In the context of sustainable educational development, the principal's management activity should be viewed not only as an administrative function but as a methodological system that nurtures pedagogical culture. The principal's communication and control mechanisms foster trust-based collaboration with teachers, enhance methodological services, and improve educational quality through systematic analysis.

Consequently, organizational and methodological renewal demands that principals possess modern managerial competence, digital thinking, and interpersonal culture. Such an approach ensures the creation of a sustainable, transparent, and efficient management model within the education system.

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