

FACTORS IN DEVELOPING THE SOCIAL ENVIRONMENT IN THE MANAGERIAL ACTIVITIES OF SCHOOL PRINCIPALS

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Abstract. This thesis discusses issues of communication, conflict, and cooperation, which are the main factors shaping relationships with teachers in the development of the social environment within the managerial activities of school principals.

Keywords: principal, teacher, social environment, relationship, communication, conflict, cooperation, management.

Introduction. The social environment within the managerial activities of a school principal is a process aimed at creating material and moral conditions, as well as a psychologically healthy atmosphere, in order to use effectively the resources possessed by members of society. In the assessment criteria of education systems of countries participating in the PISA international assessment program, primary importance is given to factors such as school safety, school reputation, and a positive emotional climate within the school. Similarly, the TALIS studies place special emphasis on the working environment at schools and on the relationships between teachers and school leaders. Based on these considerations, it can be stated that the development of the social environment in schools is one of the pressing scientific problems today. A scientific problem, in turn, necessitates conducting research and scholarly inquiry in this field.

Main part. The managerial activity of a school principal plays a decisive role in shaping a healthy social environment within an educational institution. The level of development of the social environment is primarily determined by the presence of mutual trust, respect, cooperation, and open communication among the teaching staff. In this process, the principal's personal and professional competencies are considered key factors.

First, communication emerges as the main tool of managerial activity. Through effective communication, the principal can timely identify teachers' needs, problems, and suggestions, and take management decisions based on them. Open and constructive communication ensures psychological comfort within the teaching staff and contributes to strengthening the social environment.

Second, conflict management is one of the important factors in developing the social environment. Conflicts may naturally arise within a pedagogical team due to differing views, experiences, and personal characteristics. The school principal should not ignore conflicts, but rather resolve them fairly, impartially, and based on a pedagogical approach. Effective conflict management helps maintain a healthy environment within the team and increases teachers' professional engagement.

Third, cooperation is recognized as a leading factor in the development of the social environment. Cooperation between the principal and teachers enhances the effectiveness of the educational process. Making decisions through consultation with the team, involving teachers in management processes, and supporting their initiatives create a foundation for further development of the social environment.

The leadership style of the school principal is also of great importance in developing the social environment. While an authoritarian management style may limit teachers' activity,



democratic and liberal leadership strengthens initiative, responsibility, and mutual trust within the team. The principal's manifestation as a fair, open, and responsible leader is positively perceived by teachers and contributes to the sustainable development of the social environment.

In addition, managing the psychological climate is one of the important directions of the principal's activity. Understanding teachers' emotional states, preventing professional burnout, and correctly applying motivation and encouragement mechanisms contribute to improving the social environment. Supportive attitudes demonstrated by the principal foster teachers' job satisfaction and loyalty.

The system of motivation and incentives also plays a significant role in developing the social environment. Effective use of material and moral incentives, recognition of teachers' work, and public acknowledgment of their achievements strengthen a positive atmosphere. Such an approach enhances teachers' striving for professional growth and promotes healthy competition within the team.

Moreover, the school principal's role in shaping organizational culture has a direct impact on the development of the social environment. Creating a clear system of norms, values, and traditions within the educational institution helps coordinate teachers' activities. Clarity of common goals and objectives strengthens mutual understanding and unity among teachers.

In modern conditions, the principal's innovative approach is also considered one of the factors in developing the social environment. Introducing new methods and technologies into the educational process and supporting teachers' innovative activities foster a creative atmosphere within the team. This, in turn, enhances experience sharing and cooperation among teachers.

At the same time, the principal's professional and ethical role modeling has a strong influence on the teaching staff. The leader's personal culture, responsibility, and professional competence shape positive relationships within the team. Adherence to ethical standards by the principal ensures stability and trust in the social environment.

Conclusion. In conclusion, the development of the social environment in the managerial activities of a school principal is directly dependent on the effective organization of communication, conflict management, and cooperation. Establishing open communication, resolving conflicts constructively, and building strong cooperative relationships with teachers contribute to the formation of a healthy social environment in the educational institution. This, in turn, promotes teachers' professional development, team cohesion, and improvement in the quality of education.

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