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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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**THE ROLE OF PARTICIPANTS IN ENSURING THE COMPETITIVENESS OF THE SCHOOL**

**Botirov Hamid Khakimovich**

Doctor of Philosophy in law (PhD)  
A.Avloni National Research Institute for  
professional development of pedagogues  
and training in new methods  
hamidbotirov@inbox.ru  
Tashkent, Uzbekistan

*Abstract: the duties of state administration bodies and school management, teachers and students, which serve to ensure the competitiveness of schools, are defined. Also formed a classification of evaluation criteria and factors that determine competitiveness.*

*Keywords: public administration and school management, teacher, students, job responsibilities, classification of factors.*

**Introduction.** It is important to determine the factors that ensure the competitiveness of schools. There are external and internal factors that ensure the competitiveness of the school. External factors are understood as all requirements that are determined by official regulations in the national or international education market. Internal factors mean the internal potential of the school that ensures its competitiveness. The school's internal factors adapt to changes in external factors.

**Methods.**

In his work Yu.B.Rubin defined the system of factors of competitiveness of educational organizations as the following rules of competition reflects[1. S.608]:

competitive potential of the organization;

comparative assessment of resource potential used in the course of business activity and opposition to competitors;

comparative assessment of the level of effectiveness of current and one-time costs;

comparative assessment of the level of attractiveness of educational services for their clients, as well as the level of trust of clients in the educational institution;

comparative assessment of the level of reliability, predictability for partners of the organization;

comparative assessment of the level of attractiveness of the organization's activities and its appearance for different layers of society.

The content of education is determined by state educational standards and curricula. The quality of education is directly affected by teaching methods and tools, their use is primarily determined by the quality of human resources, because the quality of education depends on the level of professional skills of pedagogues, their modern knowledge, methods and modern teaching tools. Educational technologies cannot be applied to the

educational process without modern educational tools. Financial support affects the quality of human, production and information potential, which is formed at the expense of its own sources and financial resources received from the state [2. P.154-155].

Analysis and results. Factors of competitiveness with the participation of subjects in the school can be divided into two directions:

the first is the higher level organizations and school administrations that manage the field of school education from the point of view of effective management. By them, organization of school activities, effective management of educational processes, increasing the capacity to provide potential personnel, distribution of financial resources and other factors related to management issues;

the second is qualified and experienced pedagogues, as well as students. In the educational process, the results of students' knowledge, orientation to creative work, involvement in various sports, effective use of computer technologies and the Internet, and other factors related to educational activities.

State administration bodies and school management perform the following tasks in ensuring the factors of competitiveness in the school:

development of state programs on school education and its effective implementation;  
control over the fulfillment by educational organizations of the state educational standards and requirements for the level of education and quality of professional training of personnel;

determining the procedure for assessing the knowledge, skills and abilities of learners;  
to ensure the introduction of advanced forms of teaching, new pedagogical technologies, technical and informational means of teaching into the educational process;

development of measures aimed at increasing the quality of professional training of pedagogues, improvement of educational programs;

organization of preparation and publication of educational literature;  
development and effective implementation of normative legal documents related to the assessment of mastering, the educational process, the organization of the evaluation of the knowledge results of learners;

organization of training, retraining and continuous professional development of leaders and pedagogues;

provision of schools with material and technical resources and setting requirements for use;

implementation of international cooperation in the field of education;

may perform tasks in other areas that serve to improve the field of school education.

In order to ensure the factors of competitiveness in the school, pedagogues perform the following tasks:

development and implementation of author's programs within the framework of educational programs, development of teaching methods, use of relevant academic subjects, courses, modules, and creative activity;

use of modern pedagogical forms, teaching and training tools, methods;

participation in the development of state educational standards, qualification requirements, curricula and training programs;

implementation of scientific and creative activities, participation in experimental activities, development and implementation of innovations;

participation in the management of the educational organization, discussion of issues related to the activity of the educational organization;

to analyze the indicators of the taught students and determine the prospects for development based on the results;

continuous improvement of one's skills and others.

Students perform the following tasks in order to ensure the factors of competitiveness in the school:

mastering subjects based on requirements in accordance with state educational standards and curricula;

to achieve high results in cultural and sports competitions during education;

participation in creative, experimental-constructive, experimental and innovative contests and achieving results.

Parents and the public evaluate the quality of school education based on the results of the students' knowledge, and the professional skills of the pedagogue are evaluated based on the results of the student's knowledge. An overall grade is given to the school. As a result, such evaluation not only increases the prestige of the school, but also leads to the attraction of more talented students and additional investments.

In general, descriptions of school activities by students, parents, and partners can be used to determine the school's level of competitiveness.

The following table presents the classification of criteria and factors determining competitiveness.

Criteria	Evaluation factors
Directions for implementation of organizational processes	<p>quality level of curricula and programs for organizing the educational process;</p> <p>availability and effectiveness of conditions for additional education;</p> <p>level of use of educational methods and technologies in the educational process;</p> <p>coverage of extracurricular education;</p> <p>coverage of students in creative associations, clubs;</p> <p>availability of security, psychological, medical, food and social support system (speech therapists);</p> <p>that the classrooms are equipped with educational and material base;</p> <p>the creation of conditions for physical education and sports;</p> <p>the creation of conditions for inclusive education;</p> <p>establishment of a quality assessment system within the school;</p> <p>availability of opportunities for continuous professional development of pedagogues.</p>
results of teaching quality	<p>achievements of students in district (city), region, republic, international science olympiads, contests, competitions;</p> <p>achievements of students in music, painting, literature, theater and other types of art;</p> <p>achievements of computer technology among students based on programming;</p> <p>achievements of students in district (city), region, republic, international sports Olympiads and competitions;</p> <p>their indicators based on international and national certificates of knowledge of general education subjects of pedagogues and students;</p> <p>the achievements of pedagogues in their professional skills based on the indicators of students' knowledge level;</p> <p>indicators of students on the level of knowledge of general education subjects;</p> <p>admission rates of graduates to HEIs or professional educational institutions;</p> <p>results of a public survey on the quality of education among students, parents and the public.</p>
Social activities and cooperation	<p>the involvement of influential scientists, experts and businessmen in training sessions;</p> <p>Cases of highlighting the achievements of the school's activities in the media;</p> <p>number of visits and popularity of the school's official website;</p>

Social activities and cooperation	the involvement of influential scientists, experts and businessmen in training sessions; Cases of highlighting the achievements of the school's activities in the media; number of visits and popularity of the school's official website; establishment of cooperation with prestigious local and international educational institutions; results and weight of the works carried out on the basis of cooperation; out-of-school provision and student achievement.
Financial and economic activity	income from business activities; establishment of paid educational services; Funds raised from sponsors, charity funds.
Prospective development strategy	development of a strategy for the implementation of prospective and short-term reforms; introduction of new projects, programs and technologies.

Conclusions. So, the most important aspects of the school's competitiveness are:  
 quality organization of lessons and the results of the child's learning;  
 area where the school is located;  
 all-round security of the school is ensured;  
 that school classes are organized in one shift and that the student is occupied with various useful and additional activities after the class;  
 organization and quality of food and medical care;  
 provision of textbooks;  
 quality of training of graduates and indicators in HEIs;  
 low level of delinquency among students;  
 the presence of a healthy social environment among students and teachers.  
 The most important aspects of school competitiveness for partners are:  
 the success of school education;  
 achievements and results that work for the image of both parties;  
 certainty of sources of income;  
 as well as the availability of opportunities for other interests.

**In conclusion**, the tasks of the school management, pedagogues, and students in ensuring the competitiveness factors of the school were determined, the classification of competitiveness factors was formed, and at the same time, the factors important for the quality of education were developed.

