

A MODEL FOR ENHANCING THE MANAGEMENT CULTURE OF SCHOOL PRINCIPALS BASED ON A DEONTOLOGICAL APPROACH

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Abstract

This article analyzes the structural model designed to enhance the management culture of secondary school principals through a deontological lens. The study investigates the core dimensions of administrative responsibility, ethical duties, and professional standards essential for effective school leadership. Based on empirical research and pedagogical experimentation, the author identifies critical limiting factors in current management practices and establishes a multi-phased modeling framework. The proposed model incorporates key pedagogical principles—such as systemic consistency, target unity, and personality-oriented development—aimed at optimizing training programs and cultivating robust professional competencies among educational administrators.

Keywords

methodological approach, management culture, school principal, educational management, deontology, educational leadership, interpersonal communication, innovative management.

INTRODUCTION

In the contemporary educational landscape of Uzbekistan, particular emphasis is placed on establishing a comprehensive system for developing the management culture of school principals based on a deontological approach. Preparing school leaders who possess a highly developed administrative culture and who can effectively apply deontological principles in their daily governance has emerged as a matter of strategic importance.

One of the primary objectives in developing the management culture of school principals through a deontological framework is to guarantee the efficiency of targeted administrative interventions. To achieve sustainable results, it is imperative to continuously expand and optimize existing operational vectors. Indeed, enhancing management culture through a deontological lens constitutes an integral part of modern educational management theory. The internalization of the

administrative philosophies and ethical norms embedded in this approach ensures that leadership practices align seamlessly with universally accepted professional standards.

THEORETICAL AND METHODOLOGICAL FRAMEWORK

The optimization of administrative processes remains unattainable without the systematic application of specific deontological methods, tools, and regulatory guidelines. Within this paradigm, modernized technologies driven by emerging institutional requirements represent a significant innovation. In professional development institutions, elevating the educational process to a superior level of quality involves preparing school principals to organize their administrative activities around deontological principles. This process yields practical opportunities, targeted operational activities, and highly productive organizational outcomes.

The core components of the deontological approach encompass professional responsibility, administrative rules and norms, aesthetic values and principles, target-oriented management, and the legal rights and protection of school principals. Utilizing a deontological approach in educational administration cultivates critical competencies in school principals, such as establishing cooperative relationships with personnel, fostering a productive working environment, making autonomous decisions, expressing professional opinions freely, and adhering strictly to democratic governance principles. To effectively enhance the management culture of school principals through a deontological approach, it is advisable to fulfill the following prerequisites:

1. The deontological approach must comprehensively permeate all dimensions of the administrative process.
2. The psychological readiness of school principals must be meticulously factored into their professional development and leadership preparation.

When shaping the management culture of school administrators within a deontological framework, the following strategic dimensions must be systematically addressed:

- Designing a holistic and integrated curriculum that articulates the core substance of the deontological approach in educational management.
- Clearly defining the regulatory rules, duties, and ethical codes that govern deontological administration.
- Generating optimal institutional conditions that empower school principals to exercise autonomous, independent professional activity during the implementation of deontological management.

- Establishing rigorous mechanisms to monitor and evaluate the deontological competency of school leaders.

RESULTS AND DISCUSSION

An analysis of our empirical research and pedagogical experiments focused on cultivating a deontological management culture among school principals revealed that alongside the substantial opportunities offered by this approach, certain systemic barriers minimize its active integration. These limiting factors include:

- A profound lack of systematic reliance on the deontological approach within day-to-day administrative routines.

- Non-compliance with the core tenets of deontology, such as professional accountability, institutional rules, legal norms, target-driven dedication, and ethical leadership principles.

- A lack of comprehensive awareness regarding the foundational evaluation criteria of deontological management culture, namely: cognitive-axiological, professional-behavioral, reflexive, individual-professional, constructive-didactic, and professional-objective criteria.

- The absence of vital structural components necessary across the progressive stages of developing a deontological management culture (functional-targeted, problem-content, operational-technological, organizational-practical, and criterion-evaluative phases).

Before delineating the specific structural components of the proposed model for enhancing the management culture of school principals, it is essential to clarify the conceptual definition of a "model." Etymologically, the term *model* [derived from the French *modèle* and Latin *modulus*, meaning a measure or norm] refers to an exact, scaled-down, or magnified representation of an object that serves as a standard paradigm or prototype for mass reproduction. A model represents a structural system that mirrors specific characteristics and relationships of a real-world target system, effectively substituting it within a defined analytical context. In modern lexicography, modeling is defined as the systematic design and creation of such conceptual prototypes [181].

Discussing the essence and efficacy of pedagogical modeling, A. Dakhin notes that models are widely applied across various scientific domains as artificial constructs rendered via charts, technical designs, structural matrices, or mathematical formulas. A model must maintain structural fidelity to the object of study, articulating its composition, behavioral characteristics, and internal relationships in an accessible, systematic language [118; p. 55].

To evaluate the overall efficacy of modeling within educational research, the specialized concept of *pedagogical validity* is utilized. While closely related to

reliability and adequacy, pedagogical validity remains distinct; in educational science, it is systematically modeled on conceptual, qualitative, and quantitative foundations [89; p. 22].

Consequently, modeling is an advanced method of cognitive inquiry whereby the properties of an investigated process or system are mapped through a specially engineered framework—reproducing the original phenomenon in an alternative structural form. Within educational management, this model serves to refine systemic processes and preserve or expand institutional knowledge regarding specific development phases. By acting as an educational analogue to objective reality, the model provides the prerequisite knowledge and skill sets required to manage structural properties effectively.

The modeling method is deployed when direct empirical investigation of an object's specific properties or phenomena is restricted or technically impossible. The defining feature of this method lies in its mediated nature; information regarding the target system is gathered by analyzing surrogate objects. Thus, the model functions as a specialized cognitive instrument that bridges the gap between the researcher and the object under investigation. The modeling process fundamentally comprises three elements: the subject of research, the object of study (the original real-world system), and the structural model itself. This methodology relies heavily on the cognitive processes of scientific abstraction and idealization.

In this context, the proposed model for developing the management culture and deontological competence of school leaders is characterized by systemic consistency, continuity, personality-oriented development, leadership cultivation, and collaborative institutional learning. In constructing this model, we integrated multiple interdisciplinary frameworks, including professional deontology, educational management theory, organizational culture, communicative ethics, professional duty, and the social management of educational quality.

These conceptual ideas are operationally manifested through foundational principles governing the organization of the training process:

- **The Principle of Systemic Consistency and Continuity:** This principle drives the seamless execution of collective management ideas across all constituent components of the educational process.

- **The Principle of Interconnectedness and Interdependence:** This emphasizes the organic structural alignment between the core elements of the professional development system.

- **The Principle of Unity Among Target, Content, Conception, and Technology.**

- **The Principle of Scientific Rigor:** This treats qualimetry, quality management, and qualitology as the structural methodological foundations of the educational curriculum.

- **The Principle of Personality-Oriented Development:** This views trainees as active, self-determining subjects of the educational environment, aiming to cultivate a robust matrix of competencies for project design, implementation, and professional self-reflection.

During our research, we designed and implemented a specialized 16-hour professional development course tailored specifically for secondary school principals. Within this framework, the systemic category of training directly facilitates the manifestation of deontological competence among school leaders. This competence develops into a complex multi-dimensional structure encompassing a motivational-axiological stance toward quality management, a rigorous system of deontological knowledge and skills, and vital professional and personal leadership attributes.

The advanced development of these structural attributes directly ensures the professional readiness of institutional leaders to manage educational quality effectively. Consequently, these identified dimensions of deontological competence must serve as the primary structural baseline for constructing course content, selecting instructional staff, and designing robust control-and-evaluation technologies.

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