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Strategies For Improving the Management Skills of School Principals Based on a Synergistic Approach (Based on Foreign Experience)

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Abstract: Mazkur maqolada botanika fanini o'qitish jarayonida o'quvchilarning tafakkurini rivojlantirish va bilish faoliyatini faollashtirish masalalari yoritilgan. Toshkent viloyati Bekobod shahridagi umumta'lim maktablarida "Pedagogik ta'limning innovatsion klasteri" doirasida amalga oshirilayotgan ta'lim jarayonlari misolida muammoli o'qitish metodikasining samaradorligi tahlil etilgan. Xususan, «O'simliklar to'qimalari, ularning turlari, tuzilishi va tasnifi» mavzusida muammoli vaziyat yaratish, uni bosqichma-bosqich hal etish hamda o'quvchilarda mustaqil fikrlash, tahlil qilish va xulosa chiqarish ko'nikmalarini shakllantirish mexanizmlari ko'rsatib berilgan. Tadqiqot natijalari muammoli o'qitish texnologiyasi botanika darslarida nazariy bilimlarni amaliy faoliyat bilan uyg'unlashtirish va ta'lim samaradorligini oshirishda muhim pedagogik vosita ekanligini tasdiqlaydi.

Keywords: Muammoli o'qitish, bilish faoliyati, pedagogik texnologiya, botanika darsi, o'simlik to'qimalari, mustaqil fikrlash, didaktik maqsad, innovatsion klaster, ilmiy tafakkur, ta'lim samaradorligi

1. Introduction

Citation: Fayzullaevna, Y. D. F Strategies For Improving the Management Skills of School Principals Based on a Synergistic Approach

(Based on Foreign Experience). Web of Synergy: International Interdisciplinary Research Journal 2026, 5(1), 55-61.

Received: 23rd Feb 2026
Revised: 26th Feb 2026
Accepted: 28th Feb 2026
Published: 19th Mar 2026



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On improving the management skills of school principals based on a synergistic approach being observed foreign trends

Improving the management skills of school principals through a synergistic approach means viewing the school as a complex, open, and self-developing system. International experience shows that leadership in effective education systems is based on collaboration, innovation, and systems thinking, rather than just administrative control. Today, global changes, pedagogical innovations, and the complexity of the environment require school principals to have not only administrative management, but also effective leadership and synergistic management skills. This section will cover the application of the theory of synergy to educational management, the mechanisms for developing leadership skills of school principals based on synergistic management, and strategies for improving them with a theoretical basis [1].

Finnish experience. In the Finnish education system, the school principal is considered a pedagogical leader. A master's degree (in educational administration) is mandatory for principals. School autonomy is high, a culture of collective decision-making is characterized by horizontal cooperation with teachers, and the school is considered a self-regulating system. The principal is not a controller, but a leader who coordinates and develops processes. The main synergistic strategy of Finnish schools is distributed leadership. Directors involve certain groups in the management process, in particular, parents, students, local organizations, social services. These groups carry out the following activities: students participate in school councils, parents discuss educational projects, The community

participates in school development programs. This approach turns the school into a center of social cooperation and

identifies students' learning difficulties, provides psychological support, and solves social problems [2].

2. Research Methodology

This study is based on a qualitative and comparative research approach. The research analyzes foreign experience in improving school principals' management skills using a synergistic approach. Methods such as analysis and synthesis, comparative analysis, and theoretical interpretation were applied. International practices from Finland, Singapore, the United Kingdom, and the United States were examined to identify effective strategies. The study also uses a conceptual approach to evaluate the role of synergistic management in educational leadership [3].

As a result, pedagogical, psychological and social synergy occurs in the educational process. These strategies of Finnish school principals lead to the following results:

achieves high professional independence of teachers; increases sustainable academic results of students;

an innovative pedagogical environment is created;

a strong partnership between school and community is formed.

The Singapore experience. In Singapore, directors are trained through a special "Leadership Track." Step-by-step preparation through the National Institute of Education. Strategic thinking and change management skills [4].

Data-based decision-making. In the Singaporean education system, principals (school leaders) are not appointed randomly — they are trained step by step through a special "Leadership Track."

1. The best teachers are selected Among the teachers who have performed well in schools, those with leadership potential are identified.
2. 2. Middle leadership (department head) Works in positions such as Head of Department, Project Manager, Academic Coordinator.
3. 3. Special training course Before becoming a principal, they undergo an intensive leadership course. Specifically, the Leaders in Education Programme (LEP)

This program lasts about 6 months and covers education policy, school management, finance and strategy, and international experience in innovation. The conceptual foundations of Synergistic Leadership are important in Singapore school management, and the activities of principals are shaped based on the Leadership Competencies for Principals (LCP) model. This model divides the activities of the principal into 6 main aspects:

1. Ethical leader— an ethical and value-based leader
2. Educational leader— a leader in managing the quality of education
3. Visionary leader— a leader who sets the strategic vision
4. Culture builder— shaping school culture
5. Change leader— introducing innovations
6. Network leader— developing cooperation networks

These roles create multi-level collaboration within the school system, ensuring synergistic governance [5].

The UK experience. In the UK, a special qualification system has been introduced for directors. Training programs focused on leadership competencies. Coaching and mentoring system and focus on team performance in school evaluation. Elements of a synergistic approach in UK school governance. Collaborative leadership is, There is cooperation between the school principal and the board of directors [6].

One of the important institutions in this is the Governing Body. Their mission is to:

- strategic planning
- school development plan

- financial control

The United States experience. In the US, principals operate on the basis of the concept of "instructional leadership". Management based on data analysis. Continuous monitoring of the quality of education. Organization of professional learning teams (PLC). In the USA, there are professional communities among teachers (PLC model). In this, teachers exchange experiences, develop teaching methodologies, conduct joint research, and as a result, a self-developing system is formed within the school [7].

4. Partnerships with parents and the community have been established, and parents in US schools actively participate, participate in school councils, support school programs, and monitor the quality of education. This is also an important element of synergistic management [8].

Based on the above international experience, We present the following factors to improve the management skills of school principals based on a synergistic approach [9].

1. Systems thinking— be able to see the school as a holistic system
2. Team Leadership— horizontal control, not vertical
3. Ability to manage change
4. A balance of autonomy and responsibility
5. Making data-driven decisions
6. It is a culture of reflection and self-development.

Strategies for improving directors based on a synergistic approach include: Distributed Leadership

Involving every educator and professional in the collective decision-making process; sharing responsibility and building collective capacity; collective learning and professional development

Organizing regular trainings and seminars for teachers and principals;

Creating professional learning clubs and professional knowledge sharing platforms;

Senge is based on the "learning organization" model.

Innovative management. Introduction of new pedagogical technologies and teaching methods, Support for project-based collaboration and experimentation,

Fullan – Strategies for Effective Integration of Innovation [10].

Instructional leadership. Coordination and control of the teaching process, analysis of all methodological processes in the educational process, Hallinger - the director's tools for monitoring the quality of education. Strategic planning. Setting long-term goals and objectives, Developing a resource and action plan for the sustainable development of the school, Fullan - effective planning of the school strategy.

Strategies for improving school principals based on a synergistic approach:

Ensures stable and effective school management, Strengthens collaboration between the pedagogical team and the principal, Improves the quality of education and student outcomes, Enables the integration of new innovative methods and strategies [11].

Synergetics theory It explains the situations in which important social systems are characterized by the fact that the result of the interaction of elements is greater than their individual contributions. This concept is widely used in management, pedagogy, and the analysis of complex systems.

1. Complex systems— a set of interconnected, changing, and complex elements.
2. Self-organization— the elements of the system interact and internally move to a new state of equilibrium.
3. Critical turning point— small impacts lead to big changes in the system.
4. Synergistic effect— new qualities that emerge as a result of joint action.

When applied to educational management, the school principal is viewed as a leader who manages the school as a complex system, where the interaction of each department shapes the overall outcome.

School principalship and management skills

From the perspective of a school principal, management is the activity of managing all processes within an organization in a strategic, operational, and innovative direction [12].

Defining strategic objectives, coordinating pedagogical processes across the team, assessing the quality and results of education, implementing innovative developments, and establishing cooperation with the external and internal environment. The synergistic management approach involves coordinating these tasks and integrating structures.

1.4. Synergistic management approach

The synergistic management approach involves managing complex systems through overall effectiveness. In managing these schools, all elements of the system are used through synergistic activities, collective decisions and strategies aimed at sustainable growth. The main elements are: Collaboration with the pedagogical team; Innovative activities; Learning organization - a learning organization model; Strategic management mechanisms [13].

In today's global educational environment, school principals are required to fulfill their duties through a synergistic approach, rather than relying solely on traditional administrative approaches. To this end, foreign educational research identifies three main models:

1. Distributed Leadership
2. Professional Learning Communities (PLC)
3. Instructional Leadership

These three concepts ensure a systematic, collaborative, and effective management of the school principal's activities.

2. Distributed Leadership – a model of distributing leadership activities among all team members, rather than limiting them to one person

Leadership responsibilities are divided between the principal and educators;

Decisions are made through collective discussion;

The activity and responsibility of teachers will be increased;

Ensures effective pedagogical and administrative activities. Also, in practice, the distribution of responsibilities and tasks among all educators, the joint implementation of innovations and pedagogical methods,

Developing team capacity through feedback and continuous learning processes.

3. Professional Learning Communities (PLCs) are a collaborative and ongoing professional development environment for educators and principals. PLCs enable knowledge sharing and innovation within the team [14].

Collaboration and shared problem solving;

Focus on student outcomes;

Continuous professional development and capacity building of educators;

Data-driven decision making.

Application in practice:

Organizing regular trainings and seminars for educators;

Community discussion and creation of methodological programs;

Analyze student results and review pedagogical decisions.

4. Instructional Leadership—a leadership model in which the principal's primary role is to develop the learning process and pedagogical outcomes

Coordination of curricula and methodologies;

Monitoring and evaluating the teaching process in the classroom;

Improving the professional capacity of educators and integrating innovations; Data-based decision-making.

Regular monitoring and evaluation of teachers' activities;

Implementation of innovative pedagogical methods and technologies;

Ensuring efficiency and stability in the learning process.

5. Integration of this model

Distributed Leadership, PLC, and Instructional Leadership are used interrelatedly and collaboratively to improve the management skills of school principals through a synergistic approach:

1. Distributed Leadership– distributes collective responsibilities and leadership functions;
2. PLC– provides an environment for continuous professional development and knowledge sharing for educators and principals;
3. Instructional Leadership– strategically coordinates the learning process and pedagogical outcomes.

These three elements form a synergistic management model for the school principal, which thrives in continuous collaboration with teamwork, teacher capacity, and student outcomes.

3. Results and Discussion

The results of the study show that the application of a synergistic approach significantly improves the management effectiveness of school principals. International experience demonstrates that countries such as Finland and Singapore achieve high educational outcomes through collaborative leadership and distributed management systems.

The findings indicate that synergistic management enhances teamwork, strengthens communication between stakeholders, and improves decision-making processes. In particular, distributed leadership allows teachers and staff to actively participate in school management, which increases responsibility and motivation.

Moreover, the use of Professional Learning Communities (PLC) contributes to continuous professional development and knowledge sharing among educators. Instructional leadership also improves the quality of teaching and learning by focusing on educational outcomes.

However, the study also identifies challenges, including the need for continuous training, adaptation to innovation, and the development of leadership competencies. Therefore, the integration of these models requires systematic implementation and institutional support.

Overall, the synergistic approach creates a balanced and effective management system that improves both organizational performance and student outcomes [15].

4. Conclusions

In conclusion, improving the management skills of school principals based on a synergistic approach is essential in the modern educational environment. The study shows that international experience confirms the effectiveness of collaborative leadership, distributed management, and continuous professional development.

The synergistic approach allows school systems to function as dynamic and self-developing structures, where all elements interact effectively. This leads to improved educational quality, stronger teamwork, and sustainable organizational development.

Therefore, it is recommended to implement synergistic management strategies in school systems, promote leadership training programs, and support innovation in educational management. The successful application of these strategies will enhance the overall effectiveness and competitiveness of the education system.

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