

Professional Responsibility as a Tool for Developing the Managerial Competence of Leaders in General Education Institutions

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Abstract.

This article examines, on a scientific basis, the role of professional responsibility in the formation and development of managerial competence of leaders in general education institutions. It is determined that the level of a leader's professional responsibility is closely associated with the effectiveness of managerial activity, the accuracy of decision-making, and the ability to manage and coordinate the work of the pedagogical staff. The article analyzes the concept of professional responsibility, its structural components, and its influence on leadership activity. Based on the analysis, scientific and practical recommendations are developed to improve the management process in general education institutions.

Keywords: professional responsibility, educational leader, managerial competence, general education institution, leadership activity.

Theoretical Foundations of the Concept of Responsibility

The theoretical foundations of the concept of responsibility have been formed at the intersection of various scientific fields such as philosophy, psychology, sociology, pedagogy, and law. Each discipline offers its own perspectives and approaches to defining "responsibility." Responsibility plays an important role in almost all spheres of human and social activity. At the same time, insufficient attention has been paid in scientific research to its systematic and comprehensive study, that is, to investigating aspects directly related to personal responsibility that encompass the main directions of an individual's life activity.

Responsibility is a complex, multifaceted, and multicomponent integrative characteristic that cannot be fully explained through individual aspects alone. It is closely connected with an individual's personal characteristics and determinants and manifests itself uniquely in each person. From this perspective, responsibility is reflected in a person's life activity as a subject, ensuring effective action in specific areas and situations and contributing to the formation of one's life path. In order to develop professional responsibility in management, it is first necessary to understand the essence and content of this concept.

The essence of responsibility is interpreted as a broad concept. In philosophical literature, responsibility is considered a moral and legal category that expresses a person's specific social, moral, and legal relationship to society, which depends on adherence to moral duties and legal norms. For example, Democritus (460–370 BCE) defined responsibility from a categorical standpoint, arguing that a person is not directly responsible for their actions, as they act under the influence of external conditions and the environment. From this perspective, he viewed responsibility not as an internal human quality but as the result of social behavior. According to his view, responsibility is not directly related to human will but is based on culture, social order, agreements, and judgments. At the same time, responsibility appears as a concept closely connected with the social and moral aspects of human activity, regulating personal and collective behavior. Thus, the concept of responsibility is generally formed on the basis of moral, legal, religious, and social norms and includes normative and regulatory mechanisms governing human activity.

Historical analysis shows that this concept is not new to humanity; rather, it has always existed but has not always been clearly or uniformly defined. As a result, various approaches and interpretations have emerged in the process of defining and shaping responsibility.

Socrates (470–399 BCE) associated the concept of responsibility with moral qualities and human actions related to goodness and justice. He viewed responsibility as a concept closely linked to conscious

actions, decisions, aspirations, and motivations. At the same time, Socrates primarily focused on the inner world of the individual—the soul, mental state, consciousness, and intentions. He emphasized that human responsibility can never be artificially formed through external means, normative rules, or coercive judgments.

According to Socrates, individuals realize responsibility for their actions only through inner consciousness and moral decisions. From this standpoint, moral values, justice, and conscious action play a central role in the formation of human responsibility. At the same time, the concept of responsibility is inseparably connected with a person's social and moral obligations.

The concept of responsibility has been clearly and deeply examined in philosophical discourse. Immanuel Kant (1724–1804) viewed responsibility as the manifestation of a person as an independent and free subject through adherence to internal laws and moral obligations. In Kant's philosophical conception, the "inner law" plays a central role, determining moral decisions, personal will, and spiritual choice. His fundamental moral law emphasizes that "...when freedom is harmonized with the social judgment manifested in human will through the inner voice, a person recognizes freedom as a principle of responsibility before God; moral freedom, in turn, is united with the entire moral law." From this perspective, in Kant's philosophy, freedom is the subjective principle of moral responsibility, while its objective essence serves to connect individuals with mutual respect, ensure social stability, and preserve freedom without imposing limitations on others.

G. W. F. Hegel (1770–1831) analyzed moral responsibility in the context of the historical development of humanity and society. In his view, responsibility is a central means of developing human social and moral qualities, shaping an individual's role in society, behavior, and decision-making. Hegel also explained responsibility through the close relationship between society and the state. Thus, human moral development and social activity are closely connected with the principle of responsibility.

According to researchers such as V. Kanke and H. Jonas, the term "responsibility" first emerged in the second half of the fifteenth century within the field of jurisprudence and was interpreted in the sense of obligation.

N. A. Berdyaev (1874–1948) analyzed responsibility as a central category in human social and moral life. He linked personal responsibility with activity carried out through free will, in which individuals express their moral abilities, willpower, and ethical choices. In Berdyaev's theory, responsibility is not only an expression of personal will but also a force that shapes social and moral order. He emphasized that through awareness of responsibility, individuals manifest their freedom while simultaneously demonstrating respect for the lives of others and ensuring social justice.

From a psychological perspective, responsibility is studied as one of the characteristics of personality. It is part of the structure of personal orientation and determines a person's activity and attitude toward reality. Responsibility characteristic of a mature personality manifests itself as a mechanism of self-regulated, voluntary, and meaningful activity.

According to D. A. Leontiev, from the perspective of the psychological organization of personality, responsibility represents an integrated quality that forms the core of the personality structure and serves as the main regulator of conscious activity of the subject.

The managerial competence of leaders in general education institutions is directly related to their level of professional responsibility. Professional responsibility contributes to the development of skills such as accuracy in decision-making, effective management of the pedagogical staff, and maintaining balance within the internal and external environment of the school. At the same time, the continuous enhancement of professional responsibility in a leader's professional development creates opportunities for systematic and strategic improvement of managerial activity.

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