

## **SCHOOL AND TEACHING IN A SYNERGISTIC CONTEXT**

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At present, the Russian educational system has accumulated a huge number of unsolved problems and according to many researchers is in crisis [1]. This is compounded by the introduction of distance learning in connection with quarantine measures. Many questions remain to be addressed by the professional community: what exactly are the objectives and methods of modern education and training, whether it is possible to adequately absorb knowledge in a CEC, whether a full-fledged education is possible in a CEC, what are the results of the CEC training?

In our opinion, the answers to these and many other substantive questions should be found in the context of the self-organization of teaching teams. In order to maintain a balance in the functioning of schools and to improve the quality of education, managers and teaching teams need to develop interdisciplinary interaction programmes and algorithms. In order to guide teaching teams, it is necessary to take into account the principles of synergy: homeostatism and hierarchy; and the principles of the formation of teaching and learning teams: non-linearity, unincorporated, unstable, dynamic hierarchy and observation. Self-organization of the teaching staff is defined as the choice and implementation of such forms of relations and activities of teachers, which will substantially change the qualitative and quantitative indicators of the educational process. We have defined the conditions for self-organization: the parameters of systems of formal and informal relations, vertical and horizontal relations, relations between young and old teachers, parameters of socio-psychological climate (level of cohesion and coherence of personal and social goals), personal requirements of the head of an educational organization, observance of the principles of social justice in resolving professional and interpersonal conflicts.

The principles of synergy need to be taken into account both by school administrators and teachers. Educators are moral, role-based, adaptive, etc. conflicts that require scientific understanding. We have defined the ways and means of self-organizing teaching teams in all areas of activity: teaching, methodological, organizational and methodological training, further training and support for young teachers.

### **References.**

1. Gromyko Y.V. The Russian education system today: a decisive factor of development or a path to the abyss? Education as a political technology. Lenand, 2019. 368 p.