

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

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BASICS OF EDUCATIONAL MANAGEMENT

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Annotation. Management of the pedagogical activity of the educational institution meaning planning, organization, stimulation, control and analysis of the pedagogical process. The theory of management of educational institutions was enriched with the theory of management of educational institutions. Management theory is characterized by trust in employees, creating conditions for their productive work and mutual respect.

Keywords: educational institutions, pedagogical process, pedagogical activity, educational management, "purposefulness", dialectical unity, education system, state-public management.

Management is the process of influencing and cooperating with a specific employee or group in order to achieve maximum results from the minimum available opportunities. Scientists also emphasize that educational management has a number of unique features. Among them, the following features are the main ones: educational management has a moral dimension defined by the word "purposefulness"; educational management is both a science and an art (since interpersonal relationships play a major role in it); mutual dialectical unity of the interests of the individual, the state and society, which is reflected in the content of management; active participation of the public in education management. As can be seen from the above, the education system is now being transferred from state management to state-public management. The goal of state-public management is to solve the current issues of educational institutions in cooperation with the state and the public, to expand the rights and freedom of choosing educational programs, types, and educational institutions to teachers, students, and parents. To meet the demands of the society, a modern leader should have high culture, deep spirituality, a sense of responsibility for the Motherland, responsibility, deep knowledge, the ability to develop one's creative potential, innovative activity, work on oneself,

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professional activity and it requires a number of other qualities as well. As it were requires multifaceted skills. The concept of multifaceted ability corresponds to the concept of professional and personal competence, and according to Alex Moore, "If we explain it more simply, multifaceted abilities mean that different people learn different things in different ways, or one person learns different things in different ways. Howe emphasizes that no two learners are alike: each individual has unique abilities.

Management of the educational system is an important branch of the science of pedagogy.

Management of the educational system is called educational management, and the tasks of educational management include:

- Structural change of education management;
- Their consistent development;
- Management by the state;
- Organizing the activities of the bodies that manage educational institutions at different levels in accordance with the requirements of the Law on Education of the Republic of Uzbekistan;
- Development of the legal framework of education.

Management is the essence of the concept "(MANAGEMENT)". Management is an ancient art and a new science. According to experts in the field of management, management is a part of political, economic, technological, social and moral systems and has its own direction, principles, and methods. In other words, management relies on a serious scientific and methodological basis. Every science is a body of knowledge that tries to understand the phenomena and laws of society and nature. As a science, management tries to identify new complex phenomena, discover order and laws in nature. For the theory, it is important not to comprehensively describe the object of research, but to study its connections, main features, and determine its general law in order to ensure the formation of new knowledge. The theory determines the methods suitable for the object of research, actively influencing the object of management develops the methods, puts the processes into perspective. The development of management theory, its achievements and defeats, the creation and denial of specific hypotheses confirm this opinion. Science is a powerful tool for understanding the world - it has a method of analysis, that is, it divides and summarizes reality into parts, characteristics, stages

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of development. The synthesis method restores the overall content of the process being studied. The analysis is carried out before the synthesis, and they are connected with each other by an integral internal connection. Management theory, or administrative management, does not always rely on deductive and experimental methods, because it will not be possible to keep the studied reality completely isolated from external environmental factors. In addition to analysis and synthesis, science (including art) works with another great tool of knowledge - intuition. Of course, intuition is based on empirical and theoretical knowledge. Intuition is the result of the constant search of the human mind, the incessant search for a solution to a problem.

An intuitive solution has to go through a difficult and complicated path from hypothesis, idea, assumption to practical confirmation. Since management is not only a science, but also an art, it plays an important and responsible role in making intuitive management decisions. When the country is acting at the stage of solving political and economic problems, every leader of management or management has its own research object, the process of influencing and cooperating with a certain employee or group in order to achieve maximum results from the minimum available opportunities. He studies the organization of the management process and the laws of people's relations in this process." G. Kunj, S.O. Donnel The main task of management science is to record and systematize events, develop practical conclusions and recommendations, and determine causal relationships between them.

"One of the most advanced proponents of the concept of multifaceted ability is Howard Gardner, whose works are known to many. (1983,1993).

Control functions. Management methods and methods. Management function means a set of tasks aimed at solving specific tasks related to the management of this or that object. Henri Fayol, one of the founders of management theory, distinguished five functions of management at the beginning of the 20th century: planning, organization, command, coordination, and control. A.T. Tokhtaboev emphasizes that these functions are only administrative and distinguishes three groups of administrative management functions: general functions; socio-psychological functions; technological functions.

Summarizing the opinions of various scientists, the following functions of management can be distinguished:

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SJIF 2024 = 5.444

Том 2, Выпуск 4, 30 Апрель

Information-analysis function. This function was developed by Yu. Konarzhevsky and occupies a special place in management; where the process of obtaining and analyzing information begins and ends.

Goal-motivational function. Motivation implies the organization of activities aimed at arousing interest in all management subjects in order to achieve the specified goal.

Preview-scheduling function. Goal-motivation serves as the initial basis for the function of foresight (understanding) and planning of management activities, the foresight-planning function determines organizational forms, methods, influencing tools, the standard of control and serves to evaluate the results, and also allows to coordinate and regulate the pedagogical system and the actions and activities of its participants.

Organizational-executive function. This function is expressed in all areas of management activity. This will be related to the selection and placement of personnel, the formation of the interaction system of the performers, the activities of collecting and processing information. As a result, a structural structure specific to one or another pedagogical system is created.

Control-diagnostic function. Control is one of the active stages of the management process, which is related to all functions of management. In general, control is the process of comparing the planned result with the actual achieved results, which provides an opportunity to determine the success of the activity.

The regulation-coordination function serves to maintain the state of the pedagogical system at the necessary, specified level, to raise it to a new level of quality, and to correct any mistakes made in the pedagogical process, as well as to regulate the behavior of the participants of the pedagogical process.

In the implementation of these functions, management methods are of great importance, they are a set of ways and methods of influence used in organizing and coordinating the activities of employees in the management process.

Management methods. Four main groups of methods suitable for management of educational institutions in modern socio-economic conditions can be distinguished: economic, organizational-administrative, social-psychological and information gathering methods.

Economic methods describe a set of interrelated economic indicators, set requirements for each worker and the entire institution, and create conditions for

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Том 2, Выпуск 4, 30 Апрель

their operation at the level of modern requirements. Economic methods are used to improve the activity of the educational institution, to strengthen the innovative processes, that is, to organize the innovative activities of the employees, to develop the activities of the participants of the educational process.

In the process of management, after studying the activities of the employees in detail, the tasks to be performed for the improvement and development of the activities are planned by the managers. In this case, it is necessary for managers to use this method of management in providing incentives, rewards, punishments (fines) or financial support to their employees based on the results of their activities. Economic reorganizations are aimed at strengthening these methods.

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Management methods. Four main groups of methods suitable for management of educational institutions in modern socio-economic conditions can be distinguished: economic, organizational-administrative, social-psychological and information gathering methods.

Economic methods also perform the tasks performed by economic methods, only the methods and forms of their influence differ from each other. Leaders will have the opportunity to choose different methods and forms of influence in order to solve the issues defined in economic methods. Organizational-administrative methods involve the preparation of decisions, orders, orders and instructions, their timely delivery to the relevant persons and influence by monitoring their implementation.

This method takes into account the existing relations between managers and employees, teachers and students, and in general, all team members, by studying their interest, interests, skills and abilities, knowledge and abilities, and serves to coordinate the activities of team members by improving conditions and implementing other necessary measures.

The goal of using the organizational-administrative method is to establish the relationships, connections, organizational stability, discipline, mutual proportionality and agreeableness, orderliness and continuous development that must exist in the team in order to achieve the set goals. is to provide in accordance with public documents.

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Social-psychological methods provide for the creation of such relations between team members, in which the conditions for managers to act freely, express themselves, freely participate in various processes, express their opinions, and it is necessary to create a creative environment.

Management styles. A management style is a set of working methods that this management apparatus uses in its operation. Management style is a set of personal qualities of the leader, the relationship of the leader with his subordinates, the methods and methods used by the leader in his activities, the leader's practical knowledge of the employees. Management style is derived from management method. A management method is a set of methods and ways of performing management activities.

Three management styles are common:

In the authoritarian (directive) style, the leader tries to transfer his will to subordinates by means of administrative power, that is, he uses coercion, intimidation, incentives and other measures.

The liberal (free operation) style is characterized by the fact that the leader gives his decisions in the form of taveiyas and interferes less in the work of employees. In this case, the leader acts as a mediator, in addition to giving his employees a wide range of independence and full freedom, he pays little attention to their actions and performs control slowly.

In a democratic (collegial) style, the leader carries out his activities, relying on the members of his team, taking into account the opinion of the team. Management powers and responsibility for activities are distributed among employees. along with encouraging the mutual relations of employees, he listens to their opinions, consults with them, takes into account their positive aspects and encourages them.

Pedagogical Council as the governing body of the educational institution.

The Pedagogical Council is the governing body of the educational institution. The Pedagogical Council unites pedagogical staff in order to develop and improve the educational process in educational institutions, coordinate all organizational issues related to the institution's activities, and develop the professional skills and creativity of teachers and educators. The Pedagogical Council is the highest management body of the educational institution.

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The main tasks of the Pedagogical Council include the following: discusses, approves and monitors the implementation of important documents prepared by the educational institution;

- *determines the prospective directions of its development based on the goals and tasks of the educational institution;

- *makes decisions aimed at creating optimal conditions for organizing the educational process in the educational institution and increasing the effectiveness of education;

- *develops guidelines for improving the educational institution's management system;

- *analyzes the activities of the pedagogical team in certain directions and draws a final conclusion;

- *develops, approves and monitors the implementation of normative requirements for the pedagogical team of the educational institution within its competence.

The Pedagogical Council has the following rights:

- * defining the perspective plan of the development directions of the educational institution;

- *implementation of the goals and tasks set before the team of the educational institution;

- *distribution of hours given to the school in the curriculum, content of the annual and calendar work plan, and discussion of the lesson schedule;

- *discuss various forms and methods of organizing the educational process, *implement in practice;

- *discuss all issues related to the educational process of the educational institution within its competence and make relevant decisions;

- *giving suggestions on the system of improving the qualifications of pedagogues, developing their creative initiatives;

- *participating in decision-making on mid-term control, determining the form and time of conducting it;

- *making a decision on transferring students from class to class, course to course and submitting graduates to the final attestation;

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*listening to the reports of the school management on issues related to the organization of the educational institution and the development of the educational institution;

* solving issues of encouraging and punishing students in accordance with educational goals;

* draw conclusions about the end of the quarter, half-year "semester", year;

*requiring the members of the Pedagogical Council to implement pedagogical activities based on the same principles;

*recommendation to encourage the employees of the educational institution who have rendered special service in the educational process;

*making a decision on issuing documents to students who have successfully passed the final certification according to the established procedure.

The meetings of the Pedagogical Council are decided, and the accepted documents are kept together with the administrative documents of the educational institution. The activity of the Pedagogical Council is reflected in a number of documents: a work plan, a sealed notebook in which the minutes of the council are written, council materials, a report.

Documents of the educational institution are kept in the educational institution for five years.

Methodological Council of the educational institution and its duties.

The quality of the educational process depends in every respect on the level of ideological and theoretical preparation of teachers, pedagogical and methodical skills. It is for this purpose that the Methodological Council and Science Methodological Associations work in the educational institution.

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Том 2, Выпуск 4, 30 Апрель

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