

IMPORTANCE OF REMOTE MANAGEMENT IN GENERAL SECONDARY SCHOOLS

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Abstract. *In the present period, issues of digitization of education and its actual problems are being studied in our country, which causes lagging behind in terms of increasing the quality of education, competitiveness, introducing openness and transparency in the management process of teachers' activities through the management of educational institutions. In an era of increasing demand for high-quality education, the importance of effective school management has become abundantly clear. As the foundation of any successful educational institution, the school management system plays an important role in influencing not only student learning outcomes, but also the entire learning experience of students and teachers.*

Keywords: *digital technologies, global workforce, education, competitiveness, introducing openness and transparency.*

Providing the necessary conditions and intellectual ground for a reliable transition to the digital age is an important factor, in which the training of highly qualified specialists suitable for "digital technologies" is a priority. Accordingly, this requires fundamental changes in the educational system, such as changing educational programs, educational and management methods and organizational forms, wide introduction and use of digital tools and communications in educational activities through the digital environment, and educating people.

Remote management across the globe has become an increasingly popular practice in today's digitally connected global workforce. The evolution and spread of this management style has been catalyzed by recent global events such as technological progress, changing social norms regarding work, and legal regulation. Especially the beginning of 2020 forced the whole world to turn to the issue of digitization of education. This interest is related to important scientific and technological progress in the field of digitization, as well as the emergence of a pandemic. UNESCO's Digital Transformation Report 2020 notes that around 89 percent of learners worldwide, or 1.54 billion children, including nearly 743 million girls, will face the digital transformation of education and governance due to the COVID-19 shutdown. In response, digital platforms for school management have played an important role in providing distance learning and continuity of education in these challenging times.

Creating a safe, effective, reliable and affordable school management system, LMS (Learning Management System), which fully meets the needs of the school, is important in today's schools. Its main purpose is to manage the school's interactions with children and parents for school administrators, teachers and staff. In the United States and Europe, Google Classroom, Seesaw, Microsoft Teams for Education, and Scoology are an integral part of the education suite, supporting course creation, curriculum management, assessment, and discussion. In Europe, Moodle, Edmodo provides a social networking environment where administrators, teaching staff and parents can connect and collaborate. These platforms are constantly evolving to meet the changing needs of teachers, students, and the overall education landscape. In the current period,

issues of digitization of education and its actual problems are being studied in our country, which causes lagging behind in terms of increasing the quality of education, competitiveness, introducing openness and transparency to the management process of teachers' activities through the management of educational institutions. In this regard, increase the effectiveness of education and its management; An electronic platform was created in 2019 by the Ministry of Pre-School and School Education and the Kundalik company in order to establish and manage the school education process when education systems are faced with anti-pandemic measures that meet complex educational needs. Innovations in the field of education are created on the basis of several decrees, including: "On measures of radical reform of the education system in the Republic of Uzbekistan" Decision of the President of the Republic of Uzbekistan No. on measures to adapt to the requirements of the labor market" Resolution of the President of the Republic of Uzbekistan No. PQ-4300 dated April 29, 2019, "On measures to improve the system of training, retraining and certification of management personnel in the Republic of Uzbekistan" PQ- Decision No. 4349, "On measures to develop the state program aimed at improving the infrastructure of educational institutions and increasing the quality of educational services in the Republic of Uzbekistan for 2020-2024" Decision of the President of the Republic of Uzbekistan No. PQ-4665 of February 19, 2020 -On measures for the implementation of the state program for 2022" The decision of the President of the Republic of Uzbekistan dated July 2, 2020 No. PQ-4751 and other regulatory and legal documents related to this field, this dissertation research serves to a certain extent. Digitization affects all spheres of society's life, including the sphere of education and management, becoming the basis of the development of society itself and social relations. In order to ensure the implementation of the tasks defined in the state program for the rapid development of the digital industry in the republic, increasing the competitiveness of the national economic sectors, as well as the implementation of the Action Strategy on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021 in the "Year of Science, Enlightenment and Digital Economy Development", the regions will be digitalized. strategic work on transformation programs is underway.

In the strategy of the President of the Republic of Uzbekistan No. PF 6079 "Digital Uzbekistan - 2030", the tasks of developing digital education, improving the establishment of management through a digital office, and ensuring information security are advanced. In our country, issues of digitization of education, lagging behind in terms of increasing the quality of education, competitiveness, introducing openness and transparency to the management process of teachers' activities through the management of educational institutions, and its current problems are being studied. As our president Sh.Mirziyoev has repeatedly emphasized in his lectures, one of the priority tasks of consistent socio-economic development of Uzbekistan is the wide introduction of ICT and digital technologies. In January 2020, President Sh. Mirziyoyev's Address to the Parliament and the People of Uzbekistan gave a central place to issues of digital development. It was during this period that the fundamental documents that created the legal basis of digital reforms were adopted. Among them, the decision of the President of Uzbekistan No. PQ-4699 of April 28, 2020 "On measures for the wide introduction of digital economy and electronic government" was adopted. In this document, the broad implementation of digital technologies in the activities of our country's enterprises and state services, training of IT specialists, comprehensive support of IT entrepreneurship and many other topical issues are defined [8]. It is also possible to highlight the decision "On the measures for the wide introduction of digital

technologies in the city of Tashkent". The Concept of Development and the comprehensive program "Digital Tashkent" approved by the decision are aimed at comprehensive digital development of the capital of Uzbekistan. According to the Decree of the President of the Republic of Uzbekistan No. PF-6079 of October 5, 2020, the decree "On the approval of the Digital Uzbekistan - 2030 strategy and measures for its effective implementation" was a logical continuation of the work in this regard. The large-scale program document includes roadmaps for the digital transformation of the priority sectors and regions of the economy: active development of the digital economy in our country, wide implementation of modern information and communication technologies in all sectors and areas: education and its management, public administration, healthcare and agriculture implementation of complex measures to achieve. In particular, the implementation of more than 220 priority projects aimed at improving the electronic government system, further developing the local market of software products and information technologies, establishing IT parks in all regions of the republic, as well as providing the sector with qualified personnel has begun [7].

Under the leadership of our president, many decrees and projects are being developed in our Republic for the development of the quality of school education. One of them is the Decree of the President of the Republic of Uzbekistan No. PF-134 of 11.05.2022 on the approval of the national program for the development of school education in 2022 - 2026, in accordance with the decree on forming the knowledge and skills of schoolchildren, educating them in the spirit of loyalty to national and universal values, teaching profession. The national program for the development of school education in 2022-2026 was approved in order to increase the influence and quality of pedagogues, to improve textbooks and educational methodical complexes based on the requirements of the times, to establish modern models of school education institutions that meet international standards. The Ministry of preschool and school education of the Republic of Uzbekistan announced the draft of the Presidential Decree "On approval of the concept of development of preschool and school education system of the Republic of Uzbekistan until 2030". The document proposes to approve the concept of development of preschool and school education system of the Republic of Uzbekistan until 2030 and the "roadmap" for its implementation. In the concept, it is noted that local authorities do not provide support to schools as existing problems in the field of pre-school and school education and school management. In the draft document, there are shortcomings in the methodical provision of general secondary education schools; the absence of a system of textbooks; there are also problems with material and technical equipment and financing of schools. The concept defined the main directions of development of preschool and school education system, according to the document, modernization of educational content, structural changes in preschool and school education system and ensuring equal access to quality education are priority directions of development. It is expected that conditions will be created for the development of children's ability to choose a profession and independently plan their professional activities, to prepare them to acquire the required modern professions. Within the framework of the concept, it is envisaged to introduce a new system of remuneration for work, taking into account the effectiveness of their work and the effectiveness of using modern labor discipline and educational technologies, using the incentive bonuses of teachers and managers in the preschool and school education system. A national system of quality assessment in general secondary schools will be created using the methodology of educational achievement assessment used within the framework of the Program for International Study of Educational Achievement

(PISA). Currently, within the framework of the concept, measures to increase the quality of providing resources to educational institutions, especially educational institutions located in remote villages, as well as to ensure that all secondary educational institutions have access to the Internet network in the educational process, and to increase the level of computerization of information technologies, the work of pedagogues in general educational institutions located in remote villages it is planned to create conditions to increase its attractiveness. As a result of the implementation of the concept, new state educational standards and curricula are being introduced in Uzbekistan, which meet the requirements of the modern innovative economy, take into account STEAM subjects, and have the main focus not on memorizing and increasing information. The effectiveness of these schools is inextricably linked with the work carried out in school management and its administration. The administrative field of educational institutions is a complex composition of several roles, responsibilities and relationships. Among these, the role of the vice-principal has a unique and important role as a mediator between the school leadership and the classrooms. Their function, which is often characterized by leadership, pedagogical insight and management tension, significantly affects the quality of school education. From scientific lectures on the impact of school leadership on the quality of education, it was reflected in the President's decisions and decrees and the introduction of projects for the republic. The reform of innovative approaches in educational management is covered by our scientists in scientific works and books of theoretical and practical knowledge. R.Djuraev, S.Turgunov's "Education Management" about the management of institutions in general secondary schools, related to modern approaches to school management, introduction of innovations and their popularization, the level of innovation's foundation, their importance, creation of innovations, implementation and popularization activities. Innovations according to their innovative potential; modernization, integrated innovation, which implies the integration of the modification elements related to development into a new system; Radical innovations that do not have similarity and commonality are defined as the basis of reforms. Involvement of members of the pedagogical team in the innovation process may depend on the activity of a particular team member or the activity of the whole team. Checking the effectiveness of the implementation of innovations requires solving the issues of evaluating their effectiveness, and it is noted that the following are examples of this: the growth of the professional skills of the pedagogical team; strong and positive features of the socio-psychological environment in the team; readiness of the team to update the education and upbringing process; tendency to increase the scientific and scientific-methodical potential of the team; increase in the quality of information among pedagogues; the quality of preparation of students to continue their studies at different stages of the education system[1]

From the 1900s to the present day, the development of technology made it possible to establish remote (virtual) management of distance education. In the European context, the practice of remote management varies from country to country, influenced by factors such as cultural norms, technology adoption and legal frameworks. For example, countries in Northern and Western Europe, including the Netherlands, Sweden and Germany, have shown high adoption of telecommuting. These countries often develop a strong culture of work-life balance and flexible working arrangements [2]. In contrast, in Southern and Eastern European countries, traditional office-based work remains common and telecommuting is less common, but this is slowly changing[3].

Regardless of the country, remote management requires specific skills and strategies. Managers must navigate the complexities of managing a team that does not have physical contact on a regular basis. This includes supporting effective communication, using digital tools, focusing on results rather than physical presence, and fostering a sense of trust and autonomy among remote employees.

The EU's Digital Single Market Strategy and the General Data Protection Regulation support the digital infrastructure necessary for remote management, requiring unique leadership skills and strategies to ensure effectiveness. These laws facilitate seamless online communication and collaboration across borders while ensuring data privacy and security.[4]

As the telecommuting trend continues to grow, remote management can become an important part of organizational management. The use of remote-control systems varies from country to country due to factors such as technological progress, cultural dynamics and legal frameworks. Here, an analysis of remote-control systems in three countries—the United States, Germany, and Japan—highlights the influence of local contexts on these systems. In the United States, telecommuting has been widely adopted due to the country's technological capabilities and work culture's emphasis on flexibility and autonomy. Companies such as Twitter and Facebook have supported remote working and made it a permanent option for their employees[5]. With a strong digital infrastructure, a variety of communication and collaboration tools are used to manage remote groups, such as Zoom, Class and Microsoft Teams. However, this model requires managers to trust their employees, and requires a result-oriented work environment. Germany's approach to remote management is influenced by its strict labor laws and regulations and traditional work culture. Although the country has a solid technological infrastructure, there is still resistance to the full adoption of remote working due to the cultural preference for direct, face-to-face communication and decision-making. This requires managers to balance the benefits of remote working with the need to maintain strong communication and decision-making structures. In Japan, adoption of remote management is slower than in the US and Germany due to cultural norms and social demands around work. Japanese work culture values long working hours and physical presence in the office, which are seen as indicators of commitment and loyalty.[6]

The transition to remote control in our country is connected with the emergence of a pandemic. By the end of April this year, school closures in 188 countries were found to have affected 90 percent of students worldwide. It is for this reason that raising the quality of education and its management have a special place in the process of digital transformation. Providing the necessary conditions and intellectual ground for a reliable transition to it is an important factor, in which the training of highly qualified specialists suitable for "digital technologies" is a priority. Accordingly, this requires fundamental changes in the educational system, such as changing educational programs, methods and organizational forms of education, wide introduction and use of digital tools and communications in educational activities through the digital environment, and improving the quality of training personnel.

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