



PATTERNS AND PRINCIPLES OF MANAGEMENT IN EDUCATION

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Received: 21 st March 2023	The article considers in detail the issue of management in education, as a set of principles, methods, organizational forms and technological methods of management, aimed at improving the efficiency of the educational process.
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INTRODUCTION

Management today is a very, very popular scientific direction, because its application in various fields of activity should lead to the mobilization of financial, material and intellectual resources. And it's commercially viable. But is management necessary in education? Or in this area you can easily do without it? Management in the education system is the norm in Western European countries. It is believed that without the proper organization of the team, it will not be possible to achieve high rates in the level of student educational achievements. Management in education is simply necessary, because only with its help competent decisions can be made. Interestingly, in the opinion of Western experts, each individual teacher is obliged to participate in the process of their adoption. The administration is needed rather in order to select the most rational proposals and put them into practice within the framework of one school, university or other educational institution.

The development of scientific approaches to school management began in the 1920s. With the development of sociology, psychology, philosophy and various scientific methods of cognition, in particular a systematic approach, interest in school management has also increased. In the early 1990s, major theoretical works by Western scientists were published. They believed that the final analysis of the activities of any educational institution for the year must necessarily include: The implementation by the school of various directive normative documents of the Ministry of Education. The effectiveness of the annual management cycle. Analysis of the effectiveness of the ongoing methodological work. An assessment of the overall quality of education and teaching of key subjects. Analysis of the interaction of the school with the parents of students. The effectiveness of the work of the educational institution with various public organizations. Evaluation of the level of upbringing of students. Analysis of compliance with sanitary and hygienic standards. Results of the implementation of the educational program.

LITERATURE ANALYSIS

Pedagogical management has its own specifics, as it is associated with the creative activity of people. In the work of V.P.Simonova "Pedagogical management: 50 know-how in the field of educational process management" pedagogical management is characterized as a theory, methodology and technology for effective management of the educational process. Many authors worked on the problem of classifying the principles of managing educational systems (G.G.Gabdullin, Yu.A.Konarzhovsky, V.S.Lazarev, M.M.Potashnik, V.P.Simonov, P.I.Tretyakov, T.I.Shamova and others).

ANALYSIS AND RESULTS

Management can be understood as the ability of a leader to achieve his goals, using the work, intellect and motives of the behavior of other people, and as a fusion of the science and art of managing people and social processes.

In the projection on the educational process, pedagogical management is a set of principles, methods, organizational forms and technological methods of management aimed at improving the efficiency of the educational process. It can be noted that any teacher is, in fact, the manager of the educational and cognitive process (as the subject of its management), and the head of the POU is the manager of the educational process as a whole.

Pedagogical management has its own laws. This specificity is expressed in the originality of the object, product, tool and result of the manager's work.

The subject of labor of the manager of the educational process is the activity of the controlled subject, the product of labor is information, the tool of labor is language, word, speech. The result of the work of the manager of the educational process is the degree of education, upbringing and development of the object of management - students.

The English word "management" has three semantic aspects: a set of persons engaged in managerial work in the field of private and public business; a social and economic institution that influences entrepreneurial activity, lifestyle and politics of modern society; a scientific discipline that studies the technical, organizational, social aspects of production management and other areas of public life.

In the Uzbek language, its synonym is considered to be the term "management": a set of principles, methods, means and forms of management of an enterprise or institution. In management theory, a special place is occupied by pedagogical management, which, at first glance, includes polar groups - teachers and students. Although management arose in the field of business, but today in the West it is widely believed that management is not only the management of a firm, corporation, etc. - many of its postulates and theoretical positions are suitable for management activities in any field, including and in education.

Management is the social management of an organization. In many contexts, the concepts of "social management" and "management" are practically the same.

Management is management based on a human-centric approach, which implies not a straightforward impact, but the creation of conditions for comfortable cooperation between the leader and the subordinate in the effective achievement of the goals of joint activities.

The manager-manager in his activities relies on his own respect for people and people's respect for himself, builds his relations with people in his work on the basis of trust and, himself, focusing on success, creates conditions for everyone to achieve it. In modern scientific literature, management is revealed as:

- the process of setting and achieving goals through the mobilization of people's labor, their intellect, behavioral motives, as well as financial and technical resources;
- business management through filigree work with people;
- a special type of managerial activity revolving around a person;
- the ability of the manager to achieve the set goals, using the work, intelligence and motives of the behavior of subordinates;
- function, type of activity for the management of people in a wide variety of organizations;
- an area of human knowledge that helps to effectively carry out managerial functions.

In science, management is considered both in the sense of a "type of activity" and in the sense of a "field of knowledge".

The most complete definition of management that can be used in education was given by the famous American management theorist P. Drucker. Modern management is a specific type of managerial activity revolving around a person, with the aim of making people capable of joint action, making their efforts effective and smoothing out their inherent weaknesses, for the human ability to contribute to society depends as much on the effectiveness of enterprise management as on own efforts and the bestowal of people.

P. Drucker also defines the tasks of management:

- 1) To rally people around the common goals of the enterprise, otherwise you will never create a team from the crowd.
- 2) To develop in each employee of the enterprise his needs and, if possible, satisfy them.
- 3) Do not stop the development of people for a minute.
- 4) Since the skills and professional training of people are different, and employees perform various types of work, their activities should be based on communication between employees and on their individual responsibility.

The subjects of management in the education system are the Ministry of Education of the Republic of Uzbekistan, education departments of regions, cities, as well as district departments of education.

The objects of management are various educational institutions, which in turn can also be considered as systems. For example, a general education school, being an object of management within the system of the Ministry of Education of the Republic of Uzbekistan, is itself a complex dynamic social system in which such subsystems as the pedagogical process, class-lesson system, educational work system, etc. can be distinguished.

Many features of pedagogical management are determined by the specifics of the pedagogical process. In particular, the management features of educational systems are largely determined by the educational, educational and developmental functions of learning, as well as the specifics of the goals, methods, means and forms of the pedagogical process.

For the consistent implementation of the state policy in the field of education in the country, a system of state education management bodies has been created, which includes departmental, republican (central), regional, city and district education management bodies.

Local education authorities pursue state policy by complying with state educational standards, including republican and national components, with the establishment of a mandatory minimum content of educational programs and the maximum amount of student workload, requirements for the level of training of graduates. At the same time, the task of the educational authorities is not only to formally provide guarantees for education, but also to create conditions for self-determination and self-realization of the individual.

An important feature of pedagogical management is the public nature of the management of the education system, which manifests itself in the fact that, along with state authorities, public bodies are created, which include representatives of pedagogical and student teams, parents, and the public. Their participation in management creates the prerequisites for the development of a creative atmosphere of a good psychological climate in an educational institution.

The real embodiment of the public nature of governance at the level of a comprehensive school is the school council, conference and charter.

The functions and content of the school council are determined by the Model Regulations on the General Educational Institution. In particular, the school council can create temporary or permanent commissions, councils for various areas of activity, establish their rights, duties, and limits of authority.

The conference is the highest governing body of the school and is held at least once a year. The conference elects the school council, its chairman, determines the term of their activity.

Each educational institution adopts its Charter at the conference, which defines the goals, objectives and prospects for the development of this educational institution.

In the period between conferences, the board of the school (educational institution) acts as the highest governing body, which:

- organizes the implementation of the decisions of the conference;
- provides social protection of students;
- establishes the age of students when enrolling in grade 1, the need and type of student uniform;
- considers reports on the expenditure of budgetary appropriations, determines the directions for the use of budgetary and extrabudgetary funds;
- listens to reports on the work of the school director, his deputies, individual teachers;
- together with the administration and public organizations creates conditions for the pedagogical education of parents.

Patterns of management in education

The mechanism for managing educational systems is a set of known laws and principles, as well as the forms and methods of interaction between the object and the subject of management applied on their basis in specific conditions. Patterns express significant connections and relationships between the subject and the object of management, the principles of these relations establish the basic rules for the interaction of the subject and the object, and the methods and forms of management act as specific means of organizing the mutual influence of the subject and the object in the process of management activity. Researchers of educational system management problems include the following regularities:

- dependence of the effectiveness of the functioning of the management system on the level of functional and organizational structures;
- the relationship between the content and methods of managing educational work and the content and methods of organizing the pedagogical process at school;
- competence and readiness of managers for management activities; efficiency, continuity and rhythm of activity;
- humanistic and democratic orientation of management.

Principles of management in education

The principles of management of the educational system are understood as the main guidelines that the subject of management activity (head, manager, teacher) is guided by in the management process. Management principles define the requirements for the content, structure, organization of this process. They form the ideological basis of the theory and practice of management and are used as fundamental axioms. We consider it appropriate to note the existence of the following three groups of management principles in the field of education:

- general principles of organization of pedagogical work;
- principles of social management in the field of education;
- specific principles of school management.

1. Basic principles of educational systems management. The general principles of the organization of pedagogical work include:

a) scientific character - a principle implemented based on the proven results of scientific research, presented in the form of recommendations, theories, concepts, etc. In addition, it is necessary that the content of management activities correspond to the level of modern management theory and be based on the disclosure of the most important patterns and principles of the management process educational systems;

b) consistency and integrity. This principle in management excludes the preference for any of the management functions that are implemented in the interaction of the head of the educational institution with the teaching staff and meet such requirements as consistency, consistency, equivalence of all functions;

c) a rational combination of rights, duties and responsibilities. The implementation of this principle in management is achieved through a thoughtful definition of areas of subordination, careful development of job descriptions, which clearly define the range of rights and obligations of each member of the staff of the educational institution and the boundaries of his responsibility for failure or poor-quality (untimely) performance of his functional duties;

d) objectivity and completeness of information in the management of pedagogical systems. Management information is a message that contains information about what is happening within the organization and in its environment. It can be classified according to various criteria:

- by time - daily, monthly, quarterly, yearly;
- management functions - analytical, evaluation, constructive, organizational;
- sources of income - intra-school, departmental, non-departmental;
- intended purpose - directive, fact-finding, recommendation, etc.

Objectivity means the independence of the content of management information from any interests of its sources. The completeness of information is understood as its property that allows the head of the school to make the right decision without resorting to additional data. To collect complete and objective information, they use observation, questioning, testing, work with instructive and methodological materials. With the introduction of computers and the expansion of the scale of computerization, the possibilities for obtaining complete and objective information have increased significantly, which contributes to an increase in the efficiency of the managerial activities of the head of an educational institution, other school employees associated with management.

2. Principles of social management in the field of education. This group of principles includes:

- democratization and humanization of the management of an educational institution, which involves, first of all, the development of amateur performance and initiative of all participants in the educational process - leaders, teachers, students and their parents. This is possible under the condition of openness (publicity) of discussion and adoption of managerial decisions. In the management of an educational institution, it is impossible to limit oneself only to the influence of the managing subsystem (administration) on the managed one (the whole school team). Here interaction, cooperation, co-management in combination with self-management is necessary. A concrete manifestation of the democratization and humanization of the process of managing educational systems is based on the approval of subject-subject relations, the transition from monologue to dialogue, from influence to interaction;

- the unity of unity of command and collegiality in management. It assumes that the management of an educational institution is based mainly on two principles: unity of command and collegiality, which, complementing each other, create a single management system. The implementation of this principle is aimed at overcoming subjectivity, authoritarianism in the management of a general education institution.

Unity of command is carried out by the administration of the educational institution, which includes the director, his deputies, as well as the heads of structural divisions. It provides discipline and order, a clear delineation and observance of the powers of the participants in the pedagogical process.

Collegiality is carried out in two forms - direct democracy (for example, in the form of a school-wide conference, general meetings, a pedagogical council, when all members of a school-wide or pedagogical team can participate in them) and representative democracy (in the form of a school council, various commissions, committees, where representatives of certain parts of the collective are elected). At the same time, collegiality does not exclude the personal responsibility of each member of the team for the task assigned, and in determining tactical actions it is expedient to have one-man command, while in developing strategic ones - collegiality.

If collegiality is a priority at the stage of discussion and decision-making, then unity of command is necessary, first of all, at the stage of implementation of the decisions made.

3. Specific principles of management of an educational institution. These include:

a) the pedagogical orientation of management - the desire of the leader to remain a teacher in his managerial activities, observing pedagogical tact, showing patience for the personal and professional shortcomings of his subordinates, an interested attitude towards creating a situation of constructive dialogue, a situation of success, support and a certain positive competitiveness and mutual assistance between members led team. For the head of an educational institution, the most important qualities are the knowledge and skills necessary for organizing the management of the educational process, which contribute to solving the problems of continuous improvement of the conditions for the effective flow of this process based on the observance of the general principles of training and education. In addition, as you know, pedagogical activity is managerial in nature. Consequently, all subjects of pedagogical activity must correlate and adapt managerial and pedagogical methods of interaction with pupils. The essence of such management lies primarily in the skillful solution of professional and pedagogical tasks for the development of training and education;

b) normativity. As a management principle, it involves reliance on the implementation of regulatory requirements contained, firstly, in educational programs implemented by this educational institution and state educational standards, and secondly, in departmental documents coming from higher levels of education management. For all members of the team, the principle of normativity is implemented through the fulfillment of the regulatory requirements contained in the documents regulating the activities of the educational institution in general and each of its employees in particular;

c) the unity of pedagogical positions. The implementation of this principle in pedagogical management means that:

- all subjects of pedagogical activity should act as a single whole, a commonwealth, united by a common understanding of the goal, ways of organizing activities, relations of creativity and common responsibility. To create and ensure the functioning of an effective educational system, it is necessary to aim at the personal development of each student, the goal of the educational institution, accepted by all participants in the educational process and attractive to the majority of the idea, concept, meaningful from the standpoint of the principles of pedagogy;

- all requirements for the organization of the pedagogical process contained in the documents regulating it (charter, regulations on the educational institution, etc.) are mandatory for any member of the educational institution team.

Management of the educational system will be effective provided that all participants in the pedagogical process are united in their approaches to its organization. Different categories of people take part in the pedagogical management - professional teachers, parents of students and, to a certain extent, the children themselves through their involvement in the processes of self-government, self-education, self-education;

d) a combination of interests of children and adults. As a management principle, it is implemented through ensuring the priority of the interests of children, respecting and protecting the rights of all participants in the educational process, taking practical steps to improve the position and well-being of children and adults in the educational system, ensuring the participation of parents in the management of an educational institution in self-government bodies.

CONCLUSION

Management in the field of education is a complex of technological methods, organizational forms, principles and methods that are aimed at improving the efficiency of the education system. Its main functions are organization, planning, motivation and control. Management in education comes down primarily to providing all subjects with information about the activities of the system. Based on this information, decisions are made, as well as planning for further activities. Management in education has as its goal the selection of optimal solutions, as well as the development of a program for the development of various educational institutions. The management of a school or university should be carried out in three stages. At the first stage, diagnosis is carried out and a presumptive assessment is given, at the second stage, data are collected using various sociological methods, and at the third stage, final conclusions are made about the state of affairs, as well as ways to improve the situation. Without management, it is hardly possible to achieve high results in anything. And training is no exception.

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