

FUNCTIONS, METHODS, MANAGEMENT DECISIONS AND SOCIAL FACTORS OF EDUCATIONAL MANAGEMENT

Alisher Khudoynazarovich Shadiyev

Head of the Department of Economics

Asia International University, Bukhara, Uzbekistan

e-mail: alisher_shax@mail.ru

Abstract: the article mainly analyzes the functions, methods, management decisions and social factors of educational management. The objectively observed, recurring interactions of different components and connections in the management process are reflected in forms of educational management. Therefore, expressions such as forms of management in education, knowledge, strategic planning and its subject, principles, incentives in education, methods, laws, functions, planning, management, design are expressed with deep information in the article. Also, the experience of international countries with developed educational management was studied, and information was provided about its application in our country.

Keywords: management, knowledge, plan, principle, functions, method, laws, management, planning, designing.

Introduction.

The enhancement of social systems based on new principles, the laws of the market economy, changes in ideological and moral principles, unemployment, material shortages, lack of control over children, and family separation are all areas that receive constant attention because education is the cornerstone of the nation's economic and spiritual development. This attention serves as the basis for the development of policies and initiatives aimed at finding a solution. In this instance, social help is first and foremost needed by the grownups. Under these circumstances, there was a need for a social pedagogue—a professional who assists the person in his socialization process and resolves pedagogical challenges pertaining to societal issues.

The objectively observed, recurring interactions of different components and occurrences throughout the management process are reflected in the laws of educational management. Public and private ones are separated. While private rules are specific to the implementation of certain educational organizations and institutions, general laws are a feature of all management systems.

The planned management system of the processes occurring in education is really more effective than the management systems that govern these processes involuntary, which makes the intentional management of education's primary effectiveness justifiable. The broad application of

program-targeted approaches, systematic approaches, and analysis at all management levels in today's education is proof of this.

Among the general characteristics of education management are the separation of activity and the enhancement of cooperative procedures¹. First and foremost, legitimacy represents the distribution of activity in management, both vertically and horizontally, which is a result of the growth of management, the extension of the range of regulated systems, and the creation of new roles and activities. The coordination of the activity of management subjects, which is reflected in the cooperation of management labor, is the second requirement for establishing a hierarchy of labor².

The laws of education management (both general and private) have an objective nature and are implemented in the process of managing people's activities. When formulating the principles of educational management, the laws of management should be fully taken into account³.

LITERATURE REVIEW

The development and implementation of an effort program are envisioned by the scheduled management of education principle, which is closely connected to project-targeted management. The organization of administration and managerial oversight over the completion of each task and the program as a whole, as well as the normalization of working conditions and their distribution among the performers, are examples of how planning is put into practice. When this approach is put into practice, the plan becomes the basis for organizing the whole management system⁴.

A significant number of educators who believe that the lesson in its most conventional form is the sole way to arrange classrooms embrace this "managerial" interpretation as well. The issue is that these educators frequently define the parameters of the educational process and serve as role models for aspiring educators. Under this scenario, professional attributes that are no longer in line with the updated notion of the nature of education—which is specifically outlined in the new education standards—are unconditionally preserved⁵.

The principles of general theory of management are the foundation of educational management, with particular adaptations made to fit the unique features of the educational domain. The efficacy of management behaviors, problems with the systemic evaluation regarding creative educational processes, competent and social development of the educational procedure participants, issues with the technologicalization of management activities, management influence, normative foundations of management, and learners self-determination are all covered in author article⁶.

Ya. Shepanskiy proposes to distinguish the following elements in the system of social action: the actor; the subject of the action or the person who is acted upon; means or instruments of

¹ О.С.Виханский, А.И. Наумов Менеджмент: Учебник для вузов по эконб. спес. и направл. – Третье изде. – М.: Гардарики, 2008. –С.214.

² Mirmahmudova, A. (2023). Ta'limni boshqarish usullari va boshqaruv qarorlari. *Research Focus International Scientific Journal*, 2(3), 91-95.

³ М. Sharifxo'jaev., Q.Abdullaev. Menejment. Daslik. - Т.: О'qituvchi, 2001.-В.43.

⁴ М.Н.Певзнер, О. Грауманн, П.А.Петряков. Корпоративная педагогика: уч. пособие / - Великий Новгород: НовГУ им. Ярослава Мудрого, 2010.-459 с.

⁵ Сумнительный, К. Е. (2015). Обеспечение новых результатов образовательного процесса как функция управления образованием. *Теоретические и прикладные аспекты современной науки*, (8-5), 123.

⁶ Ананишнев, В. М. (2014). Технологизация управления образованием. *Системная психология и социология*, (4 (12)), 91-105.

action; method of action or method of using means of action; the reaction of the person acted upon or the result of the action⁷.

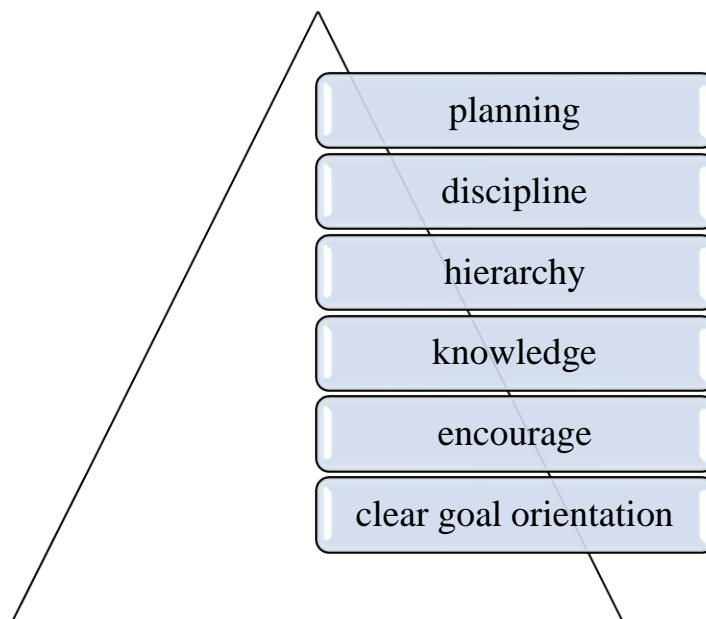
RESEARCH METHODOLOGY

In the article mainly used the methods of analysis and synthesis using the scientific works of foreign scientists. The forms of development of educational management, which were mainly emphasized by scientists, were analyzed by bringing their functions into one mechanism.

RESULTS AND DISCUSSIONS

Every field of management are impacted by the universal principles of educational management. Among the general principles of educational management are the following:

The fundamental concept of program-targeted management, that makes it possible for the explicit defining of goals for each educational management body and each of its divisions, defines the idea of unambiguous goal orientation. In this situation, the objective should be as specific and

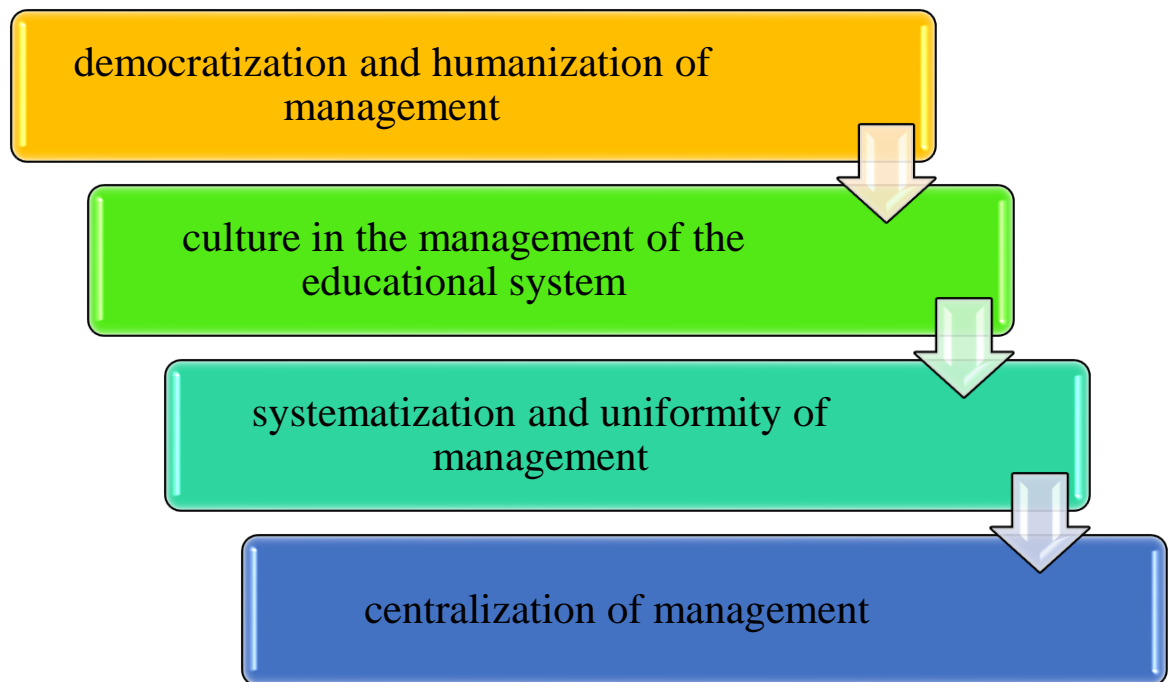


attainable as feasible to guarantee that the work is reasonable and to motivate staff to accomplish it. The notion of clear goal direction necessitates both the goals themselves and the calculation of the ratio of these objectives to available resources. This entails concentrating on the weakest link that keeps goals from being achieved in addition to making sure that goals are connected to the essential resources required to fulfill them⁸.

The following are the primary management concepts found in educational institution management philosophy and history:

⁷ Shepanski I. Basic Concepts of Sociology. M.: Progress. 1969

⁸ Л.В.Пергудов, М.Х. Саидов. Менежмент экономика вищого образования. - Т.: Молия, 2001.-В.65.



Democracy and the humanization of educational system management. Democratic ideas are prioritized in the educational institution by hiring instructional staff based on selection and contract, holding open conversations about decisions made, introducing information in a comprehensible and open manner for all, regularly reporting the administration's actions to the public, and providing students and educators with the opportunity to voice their opinions about their lives.

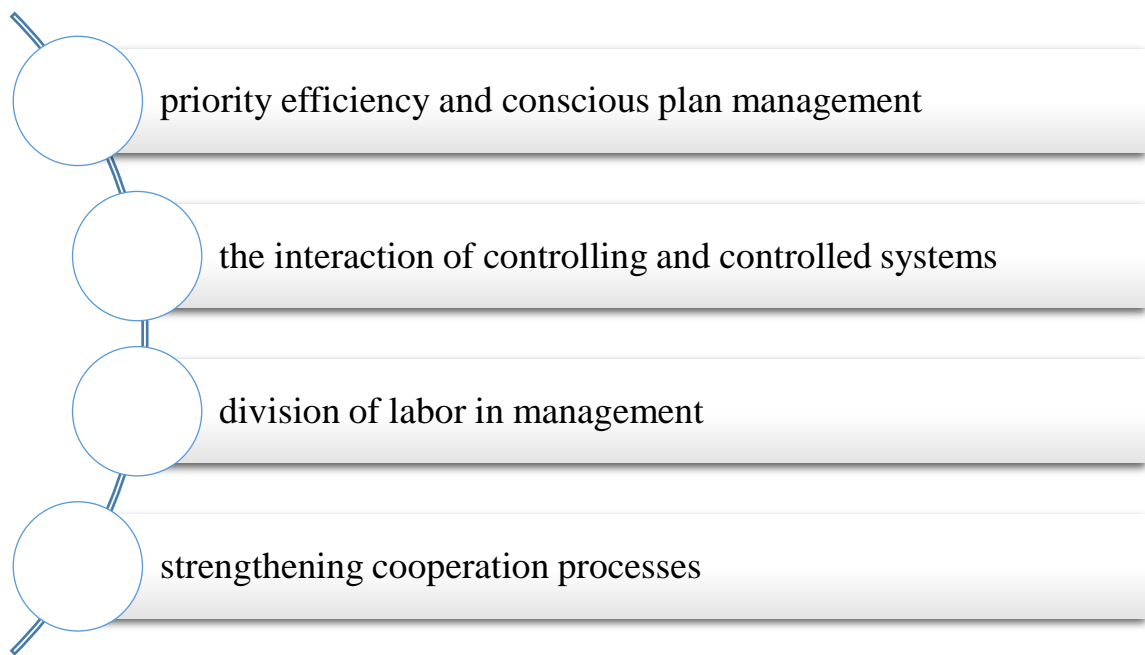
The basic concept of management based on the value of human beings is to treat each individual with particular regard in the management of the educational system, to trust them, to attain the level of subject-to-subject relationship in pedagogical activities, to protect the rights and interests of the student and teacher, to use their talents and professionally create circumstances for the free expression of skills.

Uniformity and systematization in management. The leader has a thorough understanding of the educational institution as a full system and its distinctive features since they follow a methodical approach to managing the establishment. One of the system's primary characteristics is its unity, which may be broken down into its constituent elements. The existence of the system's internal framework is shown by the second indication. The system's integration capabilities make up its third feature. Since every part of the system has a unique quality, interaction creates a new integrative characteristic for the whole. The fourth indicator is how closely educational institutions are linked to the outside world. Since educational establishments must adjust to their surroundings, they must rebuild the educational process and control the outside world in order to accomplish their objectives. In addition to preventing one-sided management, systematization and uniformity in management ensure interaction and communication between the leader and the pedagogical team.

Logical fusion of decentralized and centralized administration. The demand for administrative leadership will undoubtedly rise to the point where it is more than essential. This condition results in needless labor and time spent by leaders and teachers, as well as a failure to consider the requirements, desires, and wishes of teachers and pupils⁹.

The following can be included among the general laws of education management:

⁹ <https://kompy.info/maktab-pedagogik-tizim-sifatida.html?page=8>



The primary effectiveness of the conscious management of education is legitimate, because the planned management system of the processes taking place in it is actually more effective than the management systems that regulate these processes involuntarily. This is evidenced by the widespread use of program-targeted approach, systematic approach and analysis at all levels of management in current education.

The fact that the relationship between the controlling and controlled systems, the subject and the object of control is legal means the compliance of the control field with the requirements of the control object. For example, the changes in the development of the economy in the mid-1990s required a certain change in the entire management apparatus in our country, which was reflected in the set of reforms in education and personnel training that began in 1997. As a result, the system of education and its management acquired the principle of sustainable development, meeting the requirements of socio-economic, political changes, scientific and technical development.

The division of labor and the strengthening of cooperation processes in management can also be included in the general laws of education management. Legitimacy, first of all, reflects the horizontal and vertical division of labor in management, which is due to the development of management, the expansion of the scope of controlled systems, the emergence of new functions and types of activities. Secondly, the division of labor requires its coordination, that is, the coordination of the work of management subjects, which is expressed in the cooperation of management labor¹⁰.

CONCLUSION

In order to educate the next generation, modernize pedagogical and scientific practices, and incorporate cutting-edge technologies, educational institutions must carefully plan and organize their operations. Provide educational requirements for areas and professionals in the higher and secondary particular education system, instructional materials, revisions and enhancements of teaching-methodical information available, and other measures were taken to ensure the effective use of the contemporary material and technical base established in the field of education of the newly growing generation today.

¹⁰Babayeva D.R., Abdullayeva M.A., Jumasheva G. X. (2020) "Maktabgacha ta'limni boshqarishning ilmiy asoslari"-Toshkent- O'quv qo'llanma-52-53.b

REFERENCES

1. С.Виханский, А.И. Наумов Менеджмент: Учебник для вузов по эконб. спец. и направл. – Третье изде. – М.: Гардарики, 2008. –С.214.
2. Шадиёв, А. Х., & Давронов, И. О. (2020). Роль развития персонала в повышении эффективности услуг и его влиянии на экономику. *Вопросы науки и образования*, (6 (90)), 15-17.
3. Mirmahmudova, A. (2023). Ta'limni boshqarish usullari va boshqaruv qarorlari. *Research Focus International Scientific Journal*, 2(3), 91-95.
4. Kayumovich, K. O., Khudoynazarovich, S. A., Shavkatovna, S. S., Alimovich, F. E., & Supiyevna, B. M. (2020). Opportunities of mobile marketing in tourism. *Journal of Critical Reviews*, 7(12), 94-98.
5. М. Sharifxo'jaev., Q.Abdullaev. Menejment. Daslik. - Т.: О'qituvchi, 2001.-В.43.
6. Olimovich, D. I., & Khudoynazarovich, S. A. (2020). The cost-effectiveness of improving the quality of hotel services. *Academy*, (4 (55)), 40-42.
7. М.Н.Певзнер, О. Грауманн, П.А.Петряков. Корпоративная педагогика: уч. пособие / - Великий Новгород: НовГУ им. Ярослава Мудрого, 2010.-459 с.
8. Шадиёв, А. Х. (2020). Способы улучшения структуры управления в туризме. *Вопросы науки и образования*, (7 (91)), 29-31.
9. Сумнительный, К. Е. (2015). Обеспечение новых результатов образовательного процесса как функция управления образованием. *Теоретические и прикладные аспекты современной науки*, (8-5), 123.
10. Davronov, I. O., & Shadiyev, A. K. (2020). The cost-effectiveness of improving the quality of hotel services. *Academy*, (4), 40-42.
11. Ананишнев, В. М. (2014). Технологизация управления образованием. *Системная психология и социология*, (4 (12)), 91-105.
12. Kayumovich, K. O., Gulyamovich, D. I., & Khudoynazarovich, S. A. (2020). Information and information technologies in digital tourism. Special issue on financial development perspectives of the life standard in Central Asia, 32.
13. Shepanski I. Basic Concepts of Sociology. М.: Progress. 1969
14. Шадиёв, А. Х. (2020). Факторы, влияющие на развитие экотуризма. *Достижения науки и образования*, (5 (59)), 31-32.
15. Л.В.Пергудов, М.Х. Саидов. Менеджмент экономика высшего образования. - Т.: Молия, 2001.-В.65.
16. Shadiyev, A. (2022). FEATURES OF EVALUATING THE EFFECTIVENESS OF ACTIVITIES AT THE BUKHARA STATE UNIVERSITY. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz), 23(23).
17. Shadiyev, A. (2022). EXPERIENCE IN THE DEVELOPMENT OF SINGAPORE TOURISM IN UZBEKISTAN. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 23(23).
18. Khudoynazarovich, S. A. (2022). FEATURES OF EVALUATING THE EFFECTIVENESS OF ACTIVITIES AT THE BUKHARA STATE UNIVERSITY. *Galaxy International Interdisciplinary Research Journal*, 10(11), 153-159.
19. Babayeva D.R., Abdullayeva M.A., Jumasheva G. X. (2020) "Maktabgacha ta'limni boshqarishning ilmiy asoslari"-Toshkent- O'quv qo'llanma-52-53.b

20. Shadiyev, A. (2022). O‘QUV EKSKURSIYASI-TURIZMNI O ‘QITISHNING INNOVATSION USULI SIFATIDA. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 13(13).
21. Shadiyev, A. K. (2021). Development and organization catering service in hospitality. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(5), 381-387.
22. Khudoynazarovich, S. A. (2021). An Opportunity of Internet Marketing in Tourism Sphere. *International Journal on Economics, Finance and Sustainable Development*, 3(3), 356-361.
23. <https://kompy.info/maktab-pedagogik-tizim-sifatida.html?page=8>