

Modern Approaches to Personnel Management in Secondary Educational Institutions

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Abstract: The article discusses various approaches and principles of general education school management. The tasks of a modern school educational institution are characterized, the influence of the head and his competence on the positive impact on the effectiveness of the management of the educational institution are outlined in the school.

Keywords: general education school management, education management, development directions, innovative methods, modern management process, modern school institution.

INTRODUCTION. Reforms in the field of education by our President Shavkat Mirziyoyev are closely related to decisions aimed at introducing into our daily lives, improving the quality of education and introducing modern educational methods. As you know, reforms in the field of education are associated not only with pedagogical and scientific, but also with administrative, economic and political processes. Therefore, modern approaches to the management of general secondary educational institutions are not only aimed at improving the quality of education, but also serve to strengthen the social and economic role of schools. As we know, it is a natural case that, like any activity, management activities carry out their functions based on a number of principles.

LITERATURE ANALYSIS AND METHODS. In many pedagogical sources, special attention is paid to the fact that the principles that serve as the basis for the management of the educational system act on the basis of the tasks performed by them. At this point, we will try to give a separate definition to each principle of managing a general secondary educational institution. In the general case, the theory of management of an educational institution and the basic principles of Management in its history can be listed: 1. In the modern management of the pedagogical system, it is advisable to democratize and humanize. Admission of pedagogical personnel to a school educational institution on a competitive and contractual basis, open discussion of decisions being made, open and understandable introduction of Information, regular reporting of leadership in front of the public of the educational institution, the opportunity to give active teachers and students to express their views on the life of the educational institution, the priority of democratic ideas in the educational institution [1]. To treat a person with special respect in the management of the educational system, to believe in him, to achieve the level of the subject's attitude to the subject in pedagogical activity, to protect the rights and interests of the student and

teacher, to create conditions for the free manifestation of their talents and professional skills, means the essence of management based on 2. Systemativeness and uniqueness of management.

On the basis of systematic modern approaches to the management of a school educational institution, the leader requires a clear idea of the educational institution as a holistic system and its signs. The first sign of the control system indicates its uniqueness, as well as the fact that it can be divided into parts, structural structure. The second sign means that the internal structure of the system exists.

The third sign is that the system relies on integration. Each component of an existing system has its own quality, which is the division of the system by mutual action into an updated integrative quality. And the fourth sign of the management system is the inextricable connection of educational institutions with the external environment.

The reason is that the institutions of school education adapt to the external environment and rebuild the educational process in question and are able to subjugate the external environment in order to achieve their goals. The systematicity and singularity in such management ensures regular interaction and communication between the leader and the teacher of the team, preventing one-sided management [2].

3. Rational harmony of centralized and decentralized States of Personnel Management. When there is more than a need to centralize Personnel Management in general secondary education schools, of course, administrative management begins to increase. This situation can lead to the fact that educators and students do not take into account their needs, requirements and desires, unnecessary labor and time spent by the head of the school and teachers.

When decentralization is paid attention beyond. The had, there is a passivity of the activities of the pedagogical system. Integration of centralization and decentralization in Personnel Management within a school educational institution administrative and public administration focuses the activities of leaders in the interests of the pedagogical community and creates conditions for decision-making at the level of professional competence.

The principle of unity of Public Administration with the authority of one person is aimed at not giving way to a single government in the management of the educational process. In personnel management activities, it is very important to draw reasonable conclusions, relying on the experience and knowledge of teachers, comparing different views. Collective resolution of existing tasks does not eliminate the responsibility of each Collective member. A term plan that can be adopted in an educational institution can take the following forms:

1. Tasks set before the educational organization in the planned period.
 2. Depending on the capabilities of the groups, the annual appropriation rate deadlines of the trainees.
 3. Periods of application of pedagogical innovation to the educational process.
 4. Requirements for pedagogical personnel of an educational organization.
 5. Improving the skills of pedagogical personnel through courses, seminars, trainings of various forms.
 6. Technical and educational-methodological work of the educational institution: construction work, informatization, visual weapons, the creation of a material technical base for the enrichment of the library fund.
 7. Social protection of teachers and students in the school. Results
- The reforms carried out in the direction of the development of the educational system require the use of the most effective, innovative methods of management, knowledge, skills and qualifications in the direction of management, new personal and professional qualities in all educational institutions, as well as the organization of the school educational process on a scientific basis and relying on the

achievements of Science and technology in It follows that reforms in the direction of educational development require the improvement of the methodological organization and management mechanisms of the educational process in all educational institutions using the most effective, innovative methods based on the achievements of Science and technology, as well as management-specific knowledge, skills and qualifications.

CONCLUSION: The rapid development of technology in the third Renaissance necessitates innovation. The leader increases the socio-economic position of the organization in its initial activities. Gradually, the team learns each of the members individually and creates the necessary prerequisite conditions. Family traditions also influence the development of managerial capacity in the person of the leader. Coming into the world in a leader's family fosters parental experience dominance i.e. a propensity for dominance.

We bring the following recommendations regarding management to the school principals.

1. Conduct professional actions necessary for the development of educational investment in the organization, the implementation of material resources, relationships and technological processes.
2. The work hours of a stylist, speech therapist, physical education instructor and psychologist are mainly aimed at communicating with children and educators, deepening cooperation, making memoranda and agreements, organizing work activities in the manner established with higher organizations.
3. In achieving success in professional activities, it is necessary to strengthen the moral and educational influence of the director on educators.

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