

## **Scientific and Theoretical Foundations and Development Trends of the Management System in General Secondary Schools**

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**Abstract:** this article provides information about the scientific-theoretical foundations and development trends of the management system in general secondary schools. Today, management activities of school leaders are thought about the principles of modern education management.

**Keywords:** management system, leader, pedagogical system, management activity, approach, development trends, cognitive ability, educational institution, digital technologies, modern education.

The effectiveness of an educational institution depends, first of all, on how well interpersonal relationships and tasks in the team are organized or not. In other words, how work is organized depends on the level of organization of leadership and management. Each leader, managing the pedagogical system, must first of all have the ability to understand its problems and the pedagogical and psychological characteristics of the members of this system. School principals need to know the content and essence of management functions in order to regulate all processes in an educational institution in their management activities. Today, the experience accumulated worldwide shows that in different countries there is a practice of using various mechanisms for assessing the effectiveness of the activities of heads of educational institutions. Currently, there is a need to improve the effectiveness of the management activities of general education school principals and classify the general requirements for their competence, and develop indicators and criteria for assessing the effectiveness of the management activities of school principals.

In the theory of educational management, its uniqueness is manifested in various approaches to management, classified according to certain criteria. These approaches determine the essence of the management process and can serve as a subject of analysis in the process of historical and pedagogical research of its evolution, perform the function of qualifying the leading paradigm of this management. Undoubtedly, each of them brought some benefit at one or another historical stage in the process of forming management.

Analysis of works in the field of strategic management made it possible to reveal the essence and specific features of such management, to determine the main features of the concept of "strategy" and its connection with the concepts of "development" and "forecasting". In education, the concepts of "strategy", "strategic management (management)" were introduced to indicate the differences between operational management and management, in which the main attention is paid to external factors. However, the authors place different emphasis on defining this essence. So, G. Mintzberg, J. Quinn, S. Goshals consider strategic management as "the process of identifying and establishing a relationship between a system and its environment, consisting of the implementation of selected goals and attempts to achieve a desired state of relations." It

creates the opportunity to interact effectively and efficiently with the environment through the allocation of resources.

Strategic management of the education system has its own characteristics, which are determined by the following:

- the education sector has been and remains one of the most innovative sectors, which largely determines the effectiveness of innovative activities in other areas;
- the education system is a global system of open, flexible, individualized, creative knowledge, continuous learning of a person throughout his life, representing the unity of production innovations in the field of education (technologies, methods and techniques of teaching and learning) and management innovations (new economic mechanisms, new organizational structures, institutional forms in the field of education);
- management of the development of the education system involves organizing a system of influences on the introduction of technological, pedagogical, organizational innovations in such a way as to ensure the necessary trends, foresee and eliminate possible crises and contradictions, and ensure the integrity of the system;
- Strategic management of the education system is innovative in nature and involves the management of strategic risks, including risks associated with various political events, unexpected state laws and regulations, and the mismatch between social requirements for the education system and its real resources.

The management system in general secondary schools is closely related to modern educational management paradigms, organizational theories and strategic planning models, and its development is formed in harmony with the level of socio-economic and technological development of society.

1. Theoretical foundations of educational management. The management system of general secondary schools is based on the principles of classical management theories, human resource management approaches, innovative management and strategic educational management.
  - Classical management theories (F. Taylor, A. Fayol) emphasize the achievement of efficiency in the school system through formal discipline, division of labor and hierarchical structure.
  - According to the principles of human resource management (D. McGregor, A. Maslow), the quality of education is improved by increasing the motivation of teachers and the pedagogical team, ensuring their professional development.
  - The innovative management approach involves integrating the educational process in educational institutions with modern technologies, using data-based decision-making and creative management strategies.
  - The strategic management model (P. Drucker, R. Kaplan) regulates the activities of the school principal in developing long-term educational strategies and monitoring them.
2. Principles of modern educational management. Today, the management activities of school leaders are based on the following principles of modern educational management:
  - Democratic governance - decision-making in collaboration with the pedagogical team and participants in the educational process (students, parents, the public).
  - Data-based management - making analytical decisions based on digital technologies and educational statistics.
  - Results-oriented management - assessing the effectiveness of school leaders through the academic achievements of students, pedagogical skills of teachers and quality indicators of the school environment.

- Flexibility and innovative development - rapid adaptation to changes in the education system and the introduction of new teaching methods.
3. Development trends in school management. In recent years, the management system of general secondary schools has been developing based on the following global and national trends:
- Digital transformation - the use of artificial intelligence, big data, Learning Management Systems (LMS) and other digital platforms in managing educational processes.
  - Adaptation to international assessment systems – assessing the management performance of school principals based on TALIS, PISA and other international studies and implementing reforms based on these results.
  - Increasing autonomy and responsibility – creating more effective management opportunities for school leaders by giving them independence in financial, academic and personnel policies.
  - Results-based approaches aimed at improving the quality of education – developing indicator-based assessment systems for schools, motivating leaders and pedagogical teams based on their results. Using the strategic paradigm in studying the development of education system management, in my opinion, allows us to identify not only the leading trends in this development, but also the most important ones.

The management system in general secondary schools is a complex, multifaceted process, which is based on the scientific and theoretical foundations of educational management and develops in close connection with global trends. Modern approaches are aimed at improving the leadership competencies of school principals, improving the quality of education, and forming a management system in line with international standards. From this point of view, the adaptation of international experiences in the education system of Uzbekistan and the improvement of the management activities of school principals based on TALIS research remain one of the priority areas.

A number of research studies have been conducted on improving the efficiency of management activities of general school principals, the concepts of management effectiveness. Therefore, first of all, it is necessary to analyze such concepts as efficiency and management effectiveness. Efficiency is a generalized measure of quality. Efficiency is understood as the full or partial achievement of the goal set in the activity. Achieving a reasonable level of educational quality is one of the main goals in the management of an educational institution. Therefore, quality management is sometimes also called efficiency management.

A. Tokhtaboyev noted that the effectiveness of management is determined by comparing its effectiveness in ensuring the goals and socio-economic effects of the managed object with the costs of management and the resources used in it. The economic meaning of management efficiency is to ensure the greatest economic effect at the macro and micro levels at the current level of management costs, while the social meaning is to ensure the greatest social effect at the current level of management costs.

G.S. Abdrakhmanov considers it appropriate to determine the effectiveness of management activities by the level of achievement of high qualities based on established standards and the level of achievement of goals, which represent the necessary indicators of the qualitative and quantitative characteristics of the activities of the education system. Taking into account the tasks that need to be implemented in the scientific organization of educational institutions and some problems that need to be solved positively, it can be said that the effectiveness of the management of educational institutions is the effectiveness of the educational process organized on the basis of management laws, methods and techniques, as well as management activities based on innovative technologies. The effectiveness of the management of an educational institution is an indicator of the achievement of the goal of management activities, that is, the

creation of conditions for the development of the personality of each student in an educational institution. In our opinion, the effectiveness of management activities is the main results achieved by the leader in an educational institution over a certain period of time. To determine these results, optimal mechanisms for assessing the effectiveness of activities are used.

In developed countries, the concept of self-assessment is mainly used to assess the effectiveness of the management of secondary school principals. The effectiveness of management activities is systematically assessed by the head himself and, based on the results, he has the opportunity to work on himself and develop plans. James H. Strong, a professor at the College of William and Mary in Virginia, in his research, cited the following standards for assessing secondary school principals:

- leadership;
- school conditions;
- human resource management;
- organizational management;
- communication and social relations;
- Professional skills.

Therefore, it is necessary to use assessment and evaluation mechanisms to determine the level of management effectiveness of an educational institution, the results, and the goals set for the educational institution. Main part. By assessing the effectiveness of management based on the KPI (Key Performance Indicators) system, secondary school leaders analyze their activities and develop strategic plans, work on gaps in areas of activity. Key Performance Indicators (KPI) are indicators of the activities of an institution or employees that help achieve strategic and tactical goals. The use of these indicators provides an educational institution or a senior official with the opportunity to analyze its situation and helps assess the implementation of strategic objectives.

The performance assessment indicator creates conditions for monitoring the activity of employees, departments and the institution as a whole. This indicator is an important indicator of the effectiveness of activities, reflecting the level of achievements and the level of costs incurred to achieve them. In the performance assessment indicator system, the activities of the management and employees of an educational institution are measured in numbers. After preparing a report on indicators, it is possible to assess the extent to which the planned goal has been achieved, how clearly and correctly the plans have been set. The results of key performance indicators help the leaders of the educational institution to make adjustments to strategic and tactical goals, and to identify the strengths and weaknesses of their activities.

Improving the efficiency of the activities of secondary educational institutions is associated with the efficiency of the management activities of school principals. Because some assessment criteria correspond to the heads of the educational institution. At the same time, determining the efficiency of the school principal's management activities can be determined by assessing the results of the work carried out in the educational institution over a certain period. When assessing the efficiency of the management activities of the heads of educational institutions, it is necessary to develop performance indicators and assessment criteria for their areas of activity, select assessment tools and methods.

The efficiency of the heads of educational institutions in the management activities affects the overall performance indicators of the educational institution. In addition, principals of secondary schools should correctly analyze the areas of management activities. According to the results of the assessment of the efficiency of management activities, it is important for the heads of educational institutions to work on themselves, regularly improve their professional skills, and draw up correct and perspective plans for the educational institution.

The management system in general secondary schools is not only a process of coordinating the internal activities of the organization, but also a system of improving the quality of education, innovative development of the pedagogical process and effective cooperation with social stakeholders. According to the principles of modern educational management, school leaders should have not only organizational and administrative management skills, but also the competencies of strategic thinking, analytical approach, introduction of innovations and effective management of human resources.

Analysis of the scientific and theoretical foundations of the management system shows that approaches based on the principles of democratic, reflective and transformational leadership are more effective than traditional authoritarian management models. This allows for increased initiative of teachers in educational institutions, individual development of students and the formation of strong ties with society.

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