

The Importance of Educational Management in the Management of Institutions

G`aniyev Murod Madaminovich

Teacher of Kokan State Pedagogical Institute

Abstract

The article discusses the issue of management as pedagogical - a set of principles, methods, organizational norms and technological management techniques educational process aimed at increasing its efficiency.

Keywords: educational systems management, management educational institution, principles of state policy in the field of education, principles, methods, management functions, innovations in education, improving the professional pedagogical culture of teachers, types, forms, methods of methodological work.

Management generally refers to activities aimed at development of decisions, organization, control, regulation of the object management in accordance with a given goal, analysis and summing up based on reliable information.

Control objects can be biological, technical, social systems. One type of social system is education system. Subjects of education system management speakers are the Ministry of Public Education, the Ministry of Higher and secondary specialized education of the Republic of Uzbekistan, management education of the region or city, as well as district education departments.

Secondary school, academic lyceum, professional college as a complex social system is the object internal school management. Intra-school management represents a holistic, conscious interaction of participants in a holistic pedagogical process based on knowledge of its objective patterns in order to achieve optimal results. Interaction of participants in the holistic pedagogical process develops as a chain of sequential, interconnected functions: pedagogical analysis, goal setting and planning, organization, control, regulation and coordination. In recent years, theory school management is complemented by the theory of pedagogical management.

The director becomes a manager (manager) and his activities is built on the basis of genuine respect and trust in its employees, creating a situation of success for them. Pedagogical management is a set of principles, methods, organizational norms and technological management techniques educational process aimed at increasing its efficiency.

Basic principles of public administration. Distinctive feature of the development of the modern education system is the transition from state to state-public management education (Article 3) of the Law of the Republic of Uzbekistan "On Education"). main idea state-public management of education is to unite the efforts of the state and society in solving problems education, give teachers, students, parents more rights and freedom in choosing the content, forms and methods of organizing educational process.

Local education authorities carry out state policy by complying with state educational standards, including nationwide and national-regional components with the establishment of a mandatory minimum content educational programs, maximum teaching load students, requirements for the level of training of graduates.

Basic features of public management. Public the nature of management of the education system is manifested in the fact that, along with public authorities create public bodies, in which includes representatives of the teaching and student teams, parents and the public. The real embodiment of public nature of education management is the activity of collective governing body - the school council.

The highest governing body of the school is a conference that is held at least once a year. The conference has broad powers: at a school-wide conference

the school council and its chairman are elected, their term is determined activities. Democratization and humanization of educational management systems implies openness in discussion and acceptance management decisions. Glasnost is based on openness, availability of information. Humanization of management means advancement to priority positions: the value of the individual himself, the wealth of his spiritual peace, appeal to the individual, respect for human dignity and trust in him and integrity in management: the school is holistic system that consists of individual parts (components); All components of this system form a structure and act as system-forming; its , i.e. each system component has its own properties and characteristics, and in interaction form a new, integrative property of the system; its tight and specific connection with the external environment.

A rational combination of centralization and decentralization. Centralization in management fetters the initiative of lower-level managers levels, teachers and students. It is the combination of centralization and decentralization in intra-school management ensures the activities heads of administrative and public bodies in the interests of of the entire school staff, creates conditions for discussion and acceptance management decisions at a professional level, excludes duplication and increases coordination of actions of all structural divisions of the system.

Unity of unity of command and collegiality in management: collegiality does not exclude the personal responsibility of each member team for the assigned work; unity of command in management ensures discipline and order, clear delineation and observance of powers participants in the pedagogical process.

Objectivity and completeness of information in management educational systems. The effectiveness of management is largely determined by the availability of reliable and necessary information.

For for a person dealing with internal school information, it is important to know methods of its collection, processing, storage and use. Head teacher(lyceum, college), manager in his activities, actively uses observation, questioning, testing, working with instructions and methodological materials. With the introduction of technical means and computerization has significantly reduced the collection and processing time materials.

Management methods are special techniques, methods interaction and relationship between the manager and performers (director, deputies with teachers). At school (lyceum, college) two types of methods are used: centralized and current management.

Centralized (normative) management methods carried out through State educational standards, curricula, programs, textbooks, Regulations (Charter) of educational institutions (OU) and other documents that come from the Ministry public education and the Ministry of Higher and Secondary Specialized education. These methods are related to the content of educational process, type of educational institution, student population.

Methods of current management are divided into: 1. Organizational and pedagogical, ensuring the implementation of the organization's tasks teaching staff, its unity and development.

Methods: formation of the structure of the teaching staff, bodies self-government; organization of socially beneficial activities; development of uniform requirements; establishment of a solid mode in the OS; creating useful traditions. 2. Social-psychological solve problems organization of the team, stimulate the activities of its members, but only on based on taking into account the psychological patterns of human behavior in society. Methods: creating a healthy psychological climate; formation of relationship style; incentive methods activities (persuasion, encouragement, punishment); organization cooperation; formation of a system of prospects. 3. Organizational and administrative (administrative and economic) provide conditions for normal operation of the op-amp and reflect compliance requirements legal norms in the organization of the economy and labor regulations in the educational institution.

The application of these methods should be based on the knowledge of the director and his substitutes for legal norms.

The provisions of the OS (Charter) define the rights and responsibilities of the director, his deputies, class teachers (curators), teachers and educators, students. However, in practice it is still there are facts of incorrect use of legal norms and dishonest use of official duties, which occurs due to shallow knowledge of tasks, functions and powers.

Organizational and administrative methods acquire clarity if they are based on clear planning, daily control and self-control. Demands of the head of the educational institution towards himself and performers allows you to effectively solve the intended problems.

The most important organizational and administrative methods are the placement of personnel, publication of orders, instructions, instructions; distribution of duties between members of the administration of the educational institution; establishment of internal regulations OU; concluding business agreements with the base enterprise, sponsors, self-financing. The method that deserves special mention is request. Request - this is an indicator of the director's trust and respect for the teacher and space for manifestations of initiative. This method is successful for those managers who enjoy authority.

Axiological component of management culture (axio –values) means that the director of an educational institution must know new theories, ideas, management concepts, their pedagogical value and effectively use in your management activities. Technological component of the management culture of the director of an educational institution includes ways and techniques of managing the pedagogical process. Those. the manager-manager must have skills in the field pedagogical analysis and planning, organization, control and regulation of the pedagogical process.

Personal and creative component of the director's management culture reveals management pedagogical systems as a creative act. Mastering values and management technologies, leader-manager transforms, interprets them. In management activities, director self-realization as a person, as a leader, organizer and educator.

REFERENCES:

1. Yuzlikaeva E., Madyarova S., Yanbarisova E., Morkhova I. Theory and practice of general pedagogy. Textbook. – T.: TSPU, 2014.
2. Slastenin V.A., Isaev I.F., Shiyanov E.N. General pedagogy. – M.: VLADOS, 2003.
3. Podlasy I.P. Pedagogy. New course: Textbook for students. ped. universities: In 2 books. – M.: Humanitarian. ed. VLADOS center, 2006.
4. Muhammadjanovna, Rakhimova Feruzakhon. "THE SYSTEM OF FORMATION AND DEVELOPMENT OF CREATIVE ACTIVITY OF FUTURE EDUCATORS THROUGH PERSONCENTERED EDUCATION." World Bulletin of Social Sciences 7 (2022): 75-77.
5. Rakhimova Feruzakhon Muhammadjanovna. (2022). THE SYSTEM OF FORMATION AND DEVELOPMENT OF CREATIVE ACTIVITY OF FUTURE EDUCATORS

THROUGH PERSONCENTERED EDUCATION. World Bulletin of Social Sciences, 7, 75-77. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/583>

6. Rakhimova Feruzakhon Muhammadjonovna. (2021). Improvement Of The System Of Formation And Development Of Creative Activity Of Future Educators On The Basis Of PersonalityOriented Education. Eurasian Journal of Humanities and Social Sciences, 3, 32–36. Retrieved from <https://geniusjournals.org/index.php/ejhss/article/view/234>
7. Muxammadjonovna, Raximova Feruzaxon. "Difficulties in organizing the education and upbringing of visually impaired children of preschool age." international journal of social science & interdisciplinary research ISSN: 2277-3630 Impact factor: 7.429 11.12 (2022): 90-93.
8. Muxammadjonovna, Rakhimova Feruzaxon. "Some Types of Technology for the Physical Development of Preschool Children." Miasto Przyszłości 29 (2022): 145-146.
9. Qodirova Dildora Najatbekovna. (2022). Formation of innovative thinking skills in preschool children on the basis of personally education. World Bulletin of Social Sciences, 7, 70-72. Retrieved from <https://scholarexpress.net/index.php/wbss/article/view/581>
10. G‘anieva Dildoraxon Muqimovna. (2022). The impact of media on the formation of social consciousness in older preschool children. Conferencea, 129–134. Retrieved from <https://conferencea.org/index.php/conferences/article/view/419>
11. Najatbekovna, Qodirova Dildora. "formation of innovative thinking skills in preschool children on the basis of person-centered education." Galaxy International Interdisciplinary Research Journal 9.12 (2021): 332-334.
12. Кадирова, Дилдора Наджатбековна. "активизация развития креативного познавательногомышления детей дошкольного возраста." barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali 2.1 (2022): 416-420.
13. Najatbekovna, Kadirova Dildora. "Develop Innovative Thinking Skills Based on a Creative Approach." (2021).