TECHNOLOGIES FOR IMPLEMENTATION OF MANAGEMENT PROCESSES BASED ON EDUCATIONAL SUPPORT

Sultanova Dilnura Abdurashidovna
Teacher of the Management Department of
Chirchik State Pedagogical University

Султанова Дилнура Абдурашидовна
Преподаватель кафедры менеджмента
Чирчикского государственного педагогического университета

Abstakt: The emergence of new types of educational institutions and changes in the content of education have placed the task of modernizing the management system at the forefront. Implementing management activities based on supporting education is an effective means of ensuring goal-oriented, organized, and structured management in the strategic, tactical, and didactic aspects of an increasingly complex and evolving education system.

Pedagogical management can be defined as a non-standard type of management activity within a student community, aimed at supporting the communication process to organize the teaching process, manage educational data, organize academic work, and shape the educational process.

The article discusses how the quality of education characterizes the effectiveness of all aspects of an educational institution's activities and highlights issues related to the marketing of educational services, strategy development, and the organization of the educational process.

Аннотация:Появление новых типов образовательных учреждений и изменение содержания образования поставили на первый план задачу модернизации системы управления. Осуществление управленческой деятельности, основанной на поддержке образования, является эффективным средством обеспечения целенаправленного, организованного и структурированного управления в стратегическом, тактическом и дидактическом аспектах все более сложной и развивающейся системы образования.

Педагогический менеджмент можно определить как нестандартный вид управленческой деятельности внутри студенческого сообщества, направленный на поддержку коммуникативного процесса для организации

учебного процесса, управления учебными данными, организации учебной работы, формирования образовательного процесса.

В статье рассматривается, как качество образования характеризует эффективность всех сторон деятельности образовательного учреждения, а также освещаются вопросы, связанные с маркетингом образовательных услуг, разработкой стратегии и организацией образовательного процесса.

Keywords: education, management, organization, structure, methods, techniques, strategy, marketing.

Ключевые слова: образование, менеджмент, организация, структура, методы, приемы, стратегия, маркетинг.

INTRODUCTION

The implementation of a set of programs that reveal the national ideology of education is entrusted to practical workers who are prepared to think and act in new ways. A management system, which is both based on the modern principles, approaches, and scientific achievements of general social management theory and takes into account the specific characteristics of educational organizations, can ensure effective functioning.

The emergence of new types of educational institutions and changes in the content of education have placed the task of modernizing the management system at the forefront. Implementing management activities based on supporting education is an effective tool for achieving goal-oriented, organized, and structured management in the strategic, tactical, and didactic aspects of an increasingly complex and evolving education system.

In the dynamic conditions of social life, on the one hand, there is insufficient investment, and on the other hand, one of the compensatory measures is the introduction of new pedagogical technologies into school life, including the management of the educational process. Only a scientifically well-founded and qualified internal school management can guarantee advancement along a chosen trajectory in a certain mode. This means that the demand for professional school managers in modern society has significantly increased.

CONCEPTUAL FRAMEWORK

In the continuous education system, particularly within the general secondary education system, the pedagogical conditions for implementing the monitoring of teaching quality, which is an independent category of educational management,

have received significant attention in the scientific works of our country's scholars, such as R. Juraev, Sh. Qurbonov, R. Ahliddinov, and R. Karimov. These works have focused on improving the management of teaching quality in general secondary education institutions and investigating the implementation of a systematic-activity approach to the monitoring of teaching quality.

The implementation of management activities based on supporting education encompasses various aspects, including:

- the theory of management in educational institutions (V.I. Zagvyazinsky, L.E. Kapto, M.M. Potashnik, and others);

- the management system of educational institutions and the search for ways to develop it as necessary, as well as making strategic and operational decisions (B.S. Gershunsky, S.V. Lazarev, E.V. Yakovlev, and others);

- the management of academic activities (A.M. Moiseev, V.P. Simonov);

- the principles, methods, organizational forms, and technological techniques of managing pedagogical systems, which are aimed at enhancing the effectiveness of their functioning and development (N.V. Kuzmina, E.Yu. Nikitina, and others).

Taking into account the different aspects of understanding management activities, L.V. Goryunova defines pedagogical management as "a type of management activity carried out by a teacher in the classroom, aimed at achieving the goals of developing a child's personality, ready for life in new socio-pedagogical conditions."

Researcher V.P. Simonov describes pedagogical management as a set of principles, methods, organizational forms, and technological techniques aimed at managing pedagogical systems to enhance their functioning and development [8, p. 3].

Thus, pedagogical management can be identified as a non-standard type of management activity within the student community, aimed at supporting the communication process to organize the teaching process, manage educational data, organize academic work, and shape the educational process.

METHODOLOGY

The primary tasks for implementing management activities based on supporting education are as follows:

1. Planning the Educational Process: Developing the strategy and plans for the activities of educational institutions, defining the goals and priority directions of the educational process.

2. Organizing the Management of Educational Institutions: Creating a management structure, distributing authorities and responsibilities, and developing a control and reporting system.

3.Motivating and Developing Staff: Encouraging staff, ensuring professional development and training, and creating conditions for the effective work of faculty and staff.

4. Financial Management: Planning the budget, controlling expenses, ensuring financial stability, and efficiently utilizing resources.

5. Quality of Education and Educational Process: Evaluating the quality of education, developing measures to improve educational quality, and monitoring and assessing educational outcomes.

The use of these management tools based on supporting education allows for the successful development of educational institutions, improvement in the quality of education, and the creation of conditions for achieving educational goals.

The main tools for implementing management activities based on supporting education are a set of methods, techniques, and strategies aimed at effectively organizing the educational process and achieving the set educational goals. Below are the main management tools explained in detail:

1. Strategic Planning: This tool enables the identification of the long-term goals and priority directions of the educational institution, as well as the development of strategies and tactics for achieving them. Strategic planning involves analyzing both the external and internal environments of the educational institution, identifying competitive advantages and weaknesses, and selecting an optimal development strategy.

2. Organizational Management: This tool involves developing the organizational structure of the educational institution, distributing authority and responsibilities among staff, establishing internal rules and regulations, and creating control and reporting systems.

3. Staff Motivation: It is necessary to motivate pedagogical and administrative staff to ensure the effective operation of the educational institution. This may include various methods of motivation, such as financial rewards, professional development, recognition of achievements, and others.

4. Financial Management: This tool includes planning the budget of the educational institution, controlling expenditures and revenues, and efficiently using financial resources. Financial management helps ensure financial stability and sufficient funds for the implementation of educational programs and projects.

5. Quality of Education and Outcome Management: Various methods and tools are used to evaluate the quality of education and manage educational outcomes, such as the attestation of teaching staff, internal and external monitoring of educational quality, and evaluating educational quality.

The use of these management tools based on supporting education ensures the effective functioning of educational institutions, improves the quality of education, and helps achieve educational goals. Each of these tools has its unique features and requires a comprehensive approach when applied in pedagogical management.

This table shows how management tools, functionality, and focus areas are customized across different educational levels to address the unique needs and developmental stages of learners, from preschool to higher and additional education.

The implementation of management activities based on educational support can be considered a specialized field of management with unique characteristics and laws specific to it. The uniqueness of pedagogical management lies in the exclusivity of the subject, products, tools, and outcomes of the educational process manager's work. The object of the manager's work is the activity of the management subject, and the product of the work is the information about the educational process. The tool of the work is words, speech. The result of the work is the object of pedagogical management – the literacy (teaching), education, and development level of students.

CONCLUSION AND DISCUSSION

When comparing pedagogical and managerial activities based on educational support, it is possible to identify the alignment of functions such as motivation, construction, organization, information, control, and decision-making. Analyzing the actions required for implementing management from the perspective of changing the role of the teacher, it can be argued that integrating management and pedagogical activities is appropriate.

The levels of management in the implementation of managerial activities based on educational support are as follows:

First and highest level of educational institution management includes the director and their deputies. The director is responsible for the outcomes and fulfills obligations to founders, parent associations, and clients. The director manages the educational institution based on principles of optimal harmony between leadership and team self-management. At the same level, there are also deputies for educational process management (chief teachers), who organize the educational process and its scientific-methodological base.

Second group of leaders includes heads of methodological and other creative associations of teachers. This group does not belong to administrative staff and has no formal authority. The success of this group depends on the competencies of relevant subject teachers (class teachers) in the knowledge area they supervise.

Third group consists of the teachers themselves, who manage students' educational and cognitive activities. The teacher sets the goals for the activity, ensuring these goals are understood and accepted by the students. The object of control is the students and their activities.

To manage a specific educational system effectively, it is essential to creatively apply the theoretical and methodological foundations presented for solving the management challenges of each educational system.

Relying on the theoretical and methodological foundations of educational system management in pedagogical and managerial practice ensures that over time, these types of activities will be carried out purposefully and professionally, rather than through trial and error.

Educational quality is defined as a comprehensive concept that characterizes the effectiveness of all aspects of an educational institution's activities, encompassing the marketing of educational services, strategy development, and organization of the learning process. A key structural component of the educational quality system is the quality of the product.

The quality management system in education must consider several specific features of organizations providing educational services:

-   not producing a materialized product;

-   the consumption of services begins during their provision;
-   most of the educational institution's staff are in direct contact with external consumers;

- in the service provision process, the consumer evaluates and perceives the scientific level, professional knowledge, and social skills of the educational institution's staff.

The analysis of current approaches and practices in the implementation of management activities based on educational support highlights the main direction of educational institutions. This includes ensuring compliance with state educational standards, controlling the formal requirements imposed on the organization during the educational process, and assessing the educational process itself, all of which are developed by scholars and methodologists from educational institutions.

Thus, the technologies for implementing managerial activities based on educational support are achieved through the results of the educational processes. Therefore, achieving this depends on the quality of these processes. On the other hand, the structure of the process itself and the quality of its elements depend on the organizational structures. Educational systems are mechanisms that implement the order in society in the field of education, which is transformed into educational goals.

REFERENCES

1.Ahlidinov R.Sh. Maktabni boshqarish san'ati. – Toshkent: Fan, 2006. - 206 b.
2.Джураев Р.Х. Проектирование качества образования. – Ташкент: Фан. 2009.
3.Karimov R.Q. Umumiy o'rta ta'lim davlat ta'lim standarti monitoringini ta'minlashning pedagogik asoslari. Ped. fan. nom. ... diss. avtoref. – T., 2006.
4.Qurbonov Sh.E., Seytxalilov E. Ta'lim sifatini boshqarish. /T.: «Turon-Iqbol», 2006. -592 b.