

Improvement of education system management based on modern management approaches

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Abstract: This article discusses issues of improving the management of the educational system based on modern management approaches

Keywords: education, management, educational management, functions of educational management, principles of educational management.

Introduction

Education is a focused process of education and training, taking into account the interests of man, society and the state. The implementation of such an important process for society cannot be imagined without regulation, and therefore the formation of the 21st century cannot exist without management.

Management in the field of education is a specific branch of the management sciences, which has absorbed the origins of pedagogy, psychology, sociology, management, management and marketing [1].

Educational management has its own specifics and patterns inherent only to it. This specificity lies in the characteristics of the subject, product, tools and results of the work of the education manager. The subject of labor of the manager of the educational process is managerial activity.

In the modern period, educational management is a developing science, which is based on the theory of management and management systems of social objects. Moreover, many authors apply the general principles of management theory to education, considering the educational system as a social system, which seems to us insufficient. The identification of systemic laws along with the characteristics of the educational system and the definition of the tasks, functions and principles of educational management on this basis is seen as a promising task of educational management.

Management is not only a science, but also the art of practical management of people. As in any other field of intellectual and practical activity, scientific and management skills complement each other. Consequently, the effectiveness of the management system is ensured by the ability of managers to master the art of creatively applying the scientific principles of management in specific situations.

In a market economy, it will be fair to assert the applicability of management mechanisms to the field of education, since “education is also a process of management, management of the social institution of training and inclusion of individuals in various spheres of society, their familiarization with the culture of humanity” [5]. But it is necessary to take into account the specifics of management in the pedagogical sphere, because educational management is called upon to study issues of both educational management and management of educational management processes.

Theoretical background

The main competencies of the manager include the following:

- the ability to systematic conceptual vision of the situation and processes in the field of educational management, to choose and use specific methodological approaches and principles in developing the fundamental basis of the study;
- the ability to update and systematize knowledge on educational management as a branch of science and practice;
- the ability to identify problems and contradictions relevant to the educational organization and to build the logic of phased research steps to resolve the identified problem;

- ability to use modern methodological tools, taking into account the specifics of research in the field of educational management;
- the ability to organize and control search work and monitor professional research;
- willingness to predict the results of their own decisions and actions.

Today, management in education is a system of approaches and techniques, forms, principles and methods that are aimed at improving the effectiveness of the training system. The functions of management and educational management are generally similar. The management functions in education are organization, planning, motivation and control. The planning function is significant for the consistent solution of the goals and objectives set by the leadership of the school or other educational institution. For example, in professional retraining, management in education is used to conduct this retraining and write an algorithm adapted to current curricula. Teachers working in educational institutions can attend retraining courses when they are replaced at the workplace.

Main part

The motivating function is aimed at creating and increasing students' interest in learning. Increased motivation for learning is accompanied by the introduction of new pedagogical technologies (for example, distance learning).

Another significant function of pedagogical management is controlling. The specificity of the monitoring function is to monitor the subjects of management. Monitoring the activity of students is carried out both in the process of introducing certain decisions, and in order to verify their performance upon the fact of appropriate modernization of the educational process [2].

A method in management is a way to achieve a goal; set of certain rules, tricks.

Management methods are a set of methods of interaction between management entities. Management methods are diverse, universal, they have strengths and weaknesses. Methods can only be selected and evaluated based on specific conditions. In management, there are 5 groups of management methods:

- organizational and administrative methods;
- organizational and methodological methods;
- socio-psychological methods;
- methods of legal regulation;

- economic methods.

Administrative methods include: the formation of a management structure, the adoption of administrative standards, the selection and placement of personnel, the issuance of orders, the development of regulations, job descriptions, design, analysis, coordination, coordination of actions, etc. These methods are characterized by compliance with legal standards, as well as acts and orders of higher governing bodies.

Organizational and methodological methods are aimed at educating teachers through all forms of methodological work: methodical briefings, discussions, studying and introducing advanced pedagogical experience, certification of teaching staff, consultations, workshops, open classes, etc. Using these methods, the head creates the conditions for the professional growth of their employees, therefore, and to improve the quality of their work.

Socio-psychological methods are aimed at planning the social development of the team, increasing production and creative activity and initiatives of team members; establishing a favorable psychological climate in the team; the use of various forms of collective and individual moral encouragement; education of group self-awareness of the collective; traditions, taking into account the individual psychological characteristics of team members; the study and directional formation of motives of labor activity of team members and their accounting in management. Team building, creation of favorable social and living conditions for work and life - all this together creates a favorable microclimate in the team.

Methods of legal regulation are aimed at implementing the internal labor regulations of the institution, labor law. Economic management methods in management allow you to influence the relationships and interests of employees in order to achieve the necessary results. Here, the salary and bonus system, which should be as much as possible connected with the performance of the contractor, is the main management method.

In management activities, all groups of methods are applied, they are closely related to the needs and interests of people, the tasks of the institution. The principles of management and educational management can also be represented as general and specific.

General principles include:

- scientific;

- focus;
- sequence;
- democratization;
- accounting for individual and psychological characteristics.

The specific principles of management are specialization, integrity, hierarchical ordering, centralization and decentralization.

Specific principles of educational management:

- ❖ consciousness;
- ❖ availability;
- ❖ systematic;
- ❖ visibility;
- ❖ strength;
- ❖ humanism;
- ❖ The principle of practical experience.

The need to determine the systemic patterns that determine the relationship between the elements of the system, allowed us to distinguish the following system-forming factors of educational systems:

- ❖ basic elements of educational systems;
- ❖ relations between elements of educational systems;
- ❖ interaction of elements of educational systems (laws of the system);
- ❖ external conditions for the functioning of the educational system (background systems).

The revealed systemic laws determine the boundaries of development management in educational systems [6].

- ✚ the potential of the educational system substantially depends on the type of organization of interaction of its elements;
- ✚ educational systems are characterized by a high degree of instability, “cause” and “effect” can change places;

- ✚ the educational system can maintain stability by counteracting external and internal conditions;
- ✚ structural stability of the educational system is determined by the stability of the weakest subsystem;
- ✚ the duration of the development cycles of the system, subsystems and the objects included in them, which include smaller elements, has different periods, while these cycles are synchronized in a complex way;
- ✚ manifestation of instability or crises of the educational system is observed in the external and internal environment;
- ✚ the lifetime of the system corresponds to all the resources available in it;
- ✚ the efficiency of the educational system is significantly lower than 100%.

The effective and high-quality activity of an educational institution is determined, first of all, by the validity of the methodology for solving problems, i.e. modern management approaches.

Without a good theory, practice is blind. However, only a few approaches and principles are applied to management, although more than 14 scientific approaches are currently known:

- ✚ Integrated;
- ✚ Integration;
- ✚ Marketing;
- ✚ Functional;
- ✚ Dynamic;
- ✚ Reproductive;
- ✚ Process;
- ✚ Regulatory;
- ✚ Quantitative;
- ✚ Administrative;
- ✚ Behavioral;
- ✚ Situational;
- ✚ System;
- ✚ Program-targeted approach.

An integrated approach when making management decisions takes into account the most important interconnected and interdependent factors of the external and internal environment of the organization - technological, economic, environmental, organizational, demographic, social, psychological, political, etc.

Discussions

Within the framework of an integrated approach, two specific approaches are distinguished:

- ☐ search - oriented to the future and determining the state of the control object, provided that future trends in its development are maintained;
- ☐ target - planning a targeted change of the control object in the future, taking into account the possible paths and timing of the transition of the managed subsystem from the current state to the desired one.

The integration approach to management is aimed at research and strengthening the relationship between:

- ☐ individual subsystems and elements of the management system;
- ☐ stages of the life cycle of the control object;
- ☐ vertical control levels;
- ☐ horizontal control levels.

Integration is the deepening of cooperation between entities, the management of the interaction and relationships between components of the management system.

The marketing approach provides for the orientation of the control subsystem to the consumer in solving any problems:

- ☐ improving the quality of the facility in accordance with the needs of the consumer;
- ☐ saving consumer resources by improving quality;
- ☐ saving resources in production due to factors of scale of production, scientific and technological progress (NTP);
- ☐ application of a management system.

The essence of the functional approach to management is that need is considered as a set of functions that must be performed to satisfy it. After establishing the functions, several alternative objects are created to perform these functions, and one of them is selected that requires a minimum of total costs for the object's life cycle per unit of useful effect.

With a dynamic approach, the control object is considered in dynamic development, causal relationships and subordination, a retrospective analysis is carried out for five or more years and a perspective analysis (forecast).

The reproduction approach is focused on the constant resumption of production of goods / services to meet the needs of the market with lower, compared with the best technological object in this market, total costs per unit of beneficial effect.

According to the process approach, management is a series of interconnected and universal management processes (planning, organization, motivation, control and connecting processes - communication process and decision-making process). Management calls these processes management functions, and the management process is the sum of the listed management

functions (Fig. 1.)

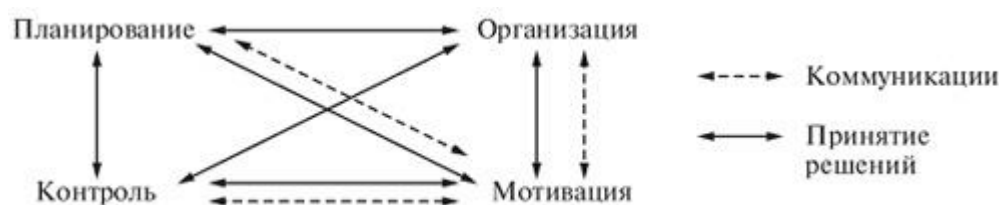


Fig. 1. Interaction of management functions

The “father” of the process approach, Henri Fayole, argued that “to manage means to predict and plan, organize, manage, coordinate and control.”

It should be noted that the process approach to determining the functional composition of management has been adopted at the regulatory level. According to the guidelines of GOST R ISO 9001: 2000 in education, “educational organizations must determine their processes, consisting of several disciplines, including administrative services and other forms of support, as well as a number of other services related to the following:

- ❖ the strategic process of determining the role of the educational organization in the socio-economic environment;
- ❖ the provision of teaching staff by training providers;
- ❖ maintaining a working environment;
- ❖ the development, analysis and updating of curricula and programs;
- ❖ selection and acceptance of applicants;
- ❖ tracking and evaluating student learning;
- ❖ final assessment to provide the student with a scientific degree, degree with a diploma, confirmation, bachelor's degree or qualification certificate;
- ❖ support services of the educational process, monitoring the implementation of the program, providing the student with support until the end of his / her course and obtaining a degree or qualification certificate;
- ❖ internal and external communications;
- ❖ measuring the educational process [3].

The essence of the regulatory approach is to establish management standards for all management subsystems. Standards should be set by critical elements:

- ☐ target subsystem;
- ☐ functional subsystem;
- ☐ providing subsystem.

The essence of the quantitative approach is the transition from qualitative to quantitative estimates using mathematical and statistical methods, engineering calculations, expert estimates, points systems and others. Thus, you can control numbers, not just words.

The essence of the administrative approach is to regulate the functions of rights, obligations, quality standards, costs, duration of elements of management systems in regulatory enactments.

The goal of the behavioral approach is to assist the employee in realizing their own abilities. The main goal of this approach is to increase the efficiency of the company by increasing the role of human resources. Behavioral science will always help increase the effectiveness of both the individual employee and the firm as a whole.

The situational approach says that various management methods should be applied depending on the specific situation, since the organization is an open system that constantly interacts with the outside world (the external environment), therefore the main reasons for what happens inside the organization (in the internal environment) should be look in a situation in which this organization is forced to act.

The central point of the approach is the situation, i.e. a specific set of circumstances that affect the organization at the current time. The situational approach is associated with a systematic approach and tries to link specific managerial techniques and concepts with specific situations.

This approach is aimed at the direct application of new scientific methods in specific situations and conditions.

What is important here is “situational thinking,” an understanding of which techniques will be more effective in achieving goals in a given situation. The main difficulty is that the situational processes are numerous and interrelated, and they cannot be considered independently of each other, so it can be quite difficult for the leader to determine the obviously correct method.

The situational approach is designed to connect specific techniques and concepts of management with certain specific situations, to study situational differences between organizations and within organizations themselves.

The theory of the situational approach is based on four main points:

- The manager should be familiar with effective professional management tools. To do this, you need to understand the management process, the characteristics of individual and group behavior, have the skills of system analysis, know the methods of planning and control, quantitative decision-making methods;

- the manager must anticipate the likely consequences of the application of each of the management methods in this situation, which always have both strengths and weaknesses, as well as certain comparative characteristics. For example, you can increase the wages of all employees for additional work, which, undoubtedly, will increase their motivation for some time, but it is necessary to compare the cost increase with the benefits received; perhaps such a measure would be ruinous for the organization;

□ the leader must be able to correctly interpret the situation, identify the factors most important in the current situation, determine the possible effect of changes in certain variables of the situation indicators;

□ the leader should be able to link specific techniques that have had a minimal negative effect, with specific situations to ensure the greatest effectiveness in achieving the goals of the organization.

The situation method is the basis of the training methodology at the most prestigious business school in the USA - Harvard.

Results

A systematic approach is the direction of the methodology of scientific knowledge and social practice, which is based on the consideration of objects as systems; oriented to the study and consideration of the integrity of the object, to identify the diverse types of relationships in it and bring them into a single theoretical picture [4]. With a systematic approach, the specifics of an object (system) is not limited to the features of its constituent elements, but is rooted primarily in the nature of the relationships between key elements. In accordance with this approach, managers should consider the organization as a set of interrelated elements.

The most important principles:

- the decision-making process should begin with the identification and clear formulation of specific goals;
- it is necessary to identify and analyze possible alternative ways to achieve the goal;
- the goals of the individual subsystems should not conflict with the goals of the whole system;
- ascent from the abstract to the concrete;
- unity of analysis and synthesis of logical and historical;
- manifestation in the object of different-quality bonds and interactions.

A common approach to managing an educational institution should include a systematic approach. The program-targeted approach is based on a clear definition of the organization's goals and the development of programs to optimally achieve these goals, taking into account the resources needed to implement the programs.

Even at the stage of formulating the desired goals, a generalized organization model arises, then alternative options for managerial decisions are considered, one of them is selected and program development begins.

Conclusion

At each stage of the program, the strategic goal of the organization is divided into sub-goals, the main tasks and priorities for their solution are identified, which are linked to material, labor and financial resources. Evaluation of the results of the implementation phase is carried out according to the following indicators: the main result, volume and term.

Thus, in order to maintain high-quality education at the present time of accelerated scientific and technological progress, it is necessary to apply a comprehensive approach not only to the organization of measures aimed at developing the education system, but also to the implementation of properly structured processes for managing the educational system.

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