

Analysis of Effective Methods in Educational Administration: Opinions and Considerations

Gofur Abdilakimov¹, Dilorom Adilova², Sardorkhon Yuldashev³

¹*PhD, Professor of the Tashkent State Pedagogical University named after Nizami*

²*PhD, Associate Professor of the Tashkent State Pedagogical University named after Nizami*

³*Teacher of the Department of Pedagogy, Tashkent State Pedagogical University named after Nizami*

Today, effective management of the education system and improvement of the quality of education, conducting marketing research and training in professions based on labor market needs are urgent tasks. This means that it is very important in the conditions of a market economy for managers who come for advanced training to acquire deeper theoretical knowledge and practical skills, such as effective management of the education system and study of marketing, as well as formation of admission quotas based on labor market needs.

Keywords: Management, marketing, education management, education system management, management efficiency.

1. Introduction

In the context of market relations, any activity is directly related to management and marketing, and in particular, it places great responsibility on managers working in the vocational education system.

The Decree of the President of the Republic of Uzbekistan No. PF4947 dated February 7, 2017 “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan” also sets out measures to ensure the employment of graduates of secondary specialized and higher educational institutions, ensure the balance of the labor market and the development of infrastructure, reduce the unemployment rate, create conditions for the full implementation of labor and entrepreneurial activity of the able-bodied population, improve the quality of the workforce, and expand the system of vocational training, retraining and advanced training of people in need of work.

In the context of market relations, any activity is directly related to management and marketing, and in particular, it places great responsibility on managers working in the vocational education system. The topics set out in this curriculum are intended to equip

students with knowledge and practical skills about the scientific approach to processes related to the concepts of management and marketing and the labor market and their scientific foundations.

The emergence of control theory dates back to ancient times, to the reign of Y. Caesar, A. Macedon, and in Turkestan in the Middle Ages, during the reign of Amir Temur.

Initially, managers used methods such as intimidating people with punishment and unquestioning obedience to any orders and decrees in order to establish military discipline. Such management was considered a very effective method of using labor resources and extracting as much added value from them as possible.

The establishment of a centralized, disciplined state during the reign of Amir Temur was also due to the fact that Sahibkiran managed his subordinates "between fear and hope." The industrial revolution in England at the end of the 18th century further increased interest in management, as a result of which special attention began to be paid to the training of management personnel. However, in the second half of the 19th century and the turn of the 20th century, the improvement of technology and equipment, the rapid growth of production complicated management and turned it into a specialized field of activity requiring specialized knowledge. To solve these problems, the generalization of experience in the field of management led to the search for effective methods of managing production and personnel. As a result, the science of management was born. From that time to the present day, the following four directions (schools) have evolved in the doctrine of management and have made their respective contributions.

The following scientists conducted scientific research on the content of the concept of educational management and its scientific research: (M.N.Alekseev, V.V.Davydov, M.A.Danilov, V.I.Zagvyazinsky, V.S.Ilin, F.F. Korolev, V.V. Kraevsky, A.I. Piskunov); teoretiko-metodologicheskikh osnovakh sotsialnogo upravleniya (V.G. Afanasev, M.K. Bocharov, D.M. Gvishiani, T.I. Zaslavskaya, G.Kh. Popov, A.I. Prigozhin, A.M. Omarov, E. .G. Yudin) and management (M. Albert, M. Woodcock, M. Kh. Meskon, F. A. Taylor, A. Fayol, G. Ford, D. Francis, F. Hedouri, G. Emerson); sovremennyy otechestvennyy koncept upravleniya obrazovatelnyimi sistema (V.P. Bepalko, K.Ya. Vazina, Yu.V. Vasilev, V.I. Eroshin, Yu.A. Konarzhevsky, V.Yu. Krichevsky, V.S. Lazarev, A .M.Moiseev, B.S.Pikelnaya, V.P.Simonov, M.M.Potashnik, P.I.Tretyakov, K.M.Ushakov, L.I.Fishman, T.I.Shamova, P.V.Khudominsky); teoreticheskikh pologeniyax sravnitelnoy pedagogiki (N.M. Voskresenskaya, B.L. Wolfson, A.N. Djurinsky, M.V. Klarin, V.P. Lipchanskaya, Z.A. Malkova, N.D. Nikandrov, V. Ya Pilipovsky, O.I. Salimova, S.A. Tangyan, T.A. Khmel, V.N. Chornyy, T.F. Yarkina); issledovaniyakh bolshoy gruppy zarubejnykh, prejde vsego, - amerikanskikh - spetsialistov v oblasti administration i administration v sphere obrazovaniya (v chastnosti, Levin, Weiler, Ackoff, Adams, Steiner, Cunningham, Hartman, Caldwell, Spinks, Easton, Downs, Eckstein).

Method issledovaniya. Vybory metodov issledovaniya byl obusloven trebovaniyami naibolee adekvatogo i polnogo resheniya zadach na kajdom etape nauchno-issledovatel'skoy raboty. Ispolzovalsya complex methods: theoretical analysis of national and foreign pedagogical, psychological, managerial and sociological literature; historical, logical and comparative methods.

The effectiveness of the education system in a market economy and its competitiveness depend on many factors, among which management functions are of particular importance.

Educational management is a management organized on a scientific basis, based on a specific hierarchy, in which the leader, a pedagogical team, a team of learners. Accordingly, management can be implemented on the basis of different models: Integral model, the first level is the management of the pedagogical team, the second level is the management of the activities of learners.

The main goal of educational management is to ensure the educational process organized in educational institutions. It is the coordination, control, and effective management of the relationships and activities of leaders, specialists, and executives who are participants in the educational process in organizing them on a scientific basis, achieving their goals, and preparing competitive graduates. Since the emergence of humanity, people have been active in one form or another and in . But the science of management was not formed there. They worked to satisfy their vital needs and were engaged in raising children, and at the same time they felt the need to manage. The mutual relations during work led to the formation of management methods.

Distinctive features of educational management:

Distinctive features of educational management are:

the need to reveal the creative potential of each person;

the "adaptability" of management, that is, its timely adaptation to changing conditions;

educational management has a moral dimension, which is determined by the word "acceptability". Since we act in the interests of the future of the whole generation and our country, as educational leaders, we must always make decisions based on a moral point of view in achieving our goals and in our activities;

- Educational management is both an art and a science, because relationships with people and knowledge of science play a big role in it;
- In educational management, both managers and executives, specialists and production products are considered human resources
- Wide public participation in educational management;
- The level of knowledge and professional training of managers has a significant impact on the effectiveness of management.

Specifically, when it comes to professional education, a systemic approach is the most appropriate. As is known, a system can be controlled only if there are direct and feedback links between the links of the controlling and controlled systems, so the transmission and return of information from the controlled object is the main condition for the functioning of a particular system.

The word "strategy" comes from the Greek word "Cstrategos", which means "general skill". The meaning of the word "strategic" is that, unlike current plans, strategic plans are developed for a long time. Their duration depends on a number of factors: the purpose of the organization

and its technology, the variability of the internal and external environment, etc.

The usual period of strategic planning is 5 years, but for some small companies it can be 2-3 years, and for some large ones it can be 10 years or more.

A strategic plan is a set of actions and decisions of top management, which are directed at developing the enterprise's strategy in such a way that it will allow it to develop effectively in the present and, above all, in the future.

Strategic planning is logically divided into the following stages:

- Formation of the organization's mission.
- Formation of a portfolio of strategies (selection of main directions and general goals).
- Analysis of the internal and external environments of the organization.
- Selection of alternative growth.
- The first step in strategic planning is to select the mission of the organization.

Mission is understood as the main and general purpose of the organization. It indicates why this organization was created and why it is needed from the point of view of the interests of consumers. The mission determines the structure of the organization and should include: what types of activities the organization is engaged in; the role of the organization in the external environment; the culture of the organization.

The general goals of the organization are selected based on the mission: goals should be specific and measurable; targeted for a specific period; goals should be achievable. Goals should support each other. Representing a high level of planning activity for enterprises, the main part of planning is strategic planning.

Strategic planning is a vision of the educational institution in the future, an understanding of its place and role in the economy, the socio-economic life of the country, and the development of ways and means to achieve a new level. Strategic planning does not have precisely calculated indicators, but rather involves setting goals and looking into the future based on various forecasts.

Strategic planning is a set of decisions and actions developed by the organization's management, as a result of which specific strategies are developed, which will lead the organization to achieve its goals.

The strategic planning process is the main support for making management decisions. Its main task is to introduce changes and innovations in the organization at the required level and in a timely manner.

In conducting the strategic planning process, 4 main management activities are distinguished:

1. Allocation of resources.
2. Adaptation to the external environment.
3. Internal coordination.
4. Sensing external strategies (developing a manager's mindset).

The main task of a top-level manager is not only to develop a strategic planning process, but also to implement and evaluate it.

Management in educational institutions has a unique character, and in the organization and management of a continuous educational process, both the managing director, specialists, executives and production products are considered human resources.

Management in educational institutions is a set of various activities aimed at improving the activities of the institution, developing it on the basis of strategic plans, and more effectively using the abilities and capabilities of participants in the educational process and all other employees in implementing special functional services of the institution and achieving its goals.

The management system of an educational institution is a unique complex system, which includes the following tasks:

- ensuring the activity of employees in achieving the goals set for the educational institution;
- providing them with specialists in all disciplines;
- effective use of the abilities and capabilities of pedagogical staff;
- achieving the harmonization of the interests of team members and their satisfaction with the results of their work;
- coordinating the activities of participants in the educational process;
- creating the necessary conditions for organizing the creative activities of pedagogical staff and students in implementing innovative activities of educational institutions;
- assisting in scientific and practical cooperation of employees with various educational institutions and other organizations in improving and developing the activities of the educational institution;
- creating conditions for scientific and research work of pedagogical staff and supporting their activities in this area;
- promoting the activities of specialists with advanced pedagogical experience and assisting in the implementation of scientific and technical achievements in their activities;
- мутахассисларнинг ўз устида мустақил ишлаши, билим, кўникма ва малакаларини орттириб бориши, ўзаро тажрибалар алмашиниши ҳамда ўз вақтида малака оширишлари учун имкониятлар яратиш ва ҳоказо.

Personnel management is manifested as a number of interrelated activity processes, that is, a management process, in which the success of an educational institution depends not only on the activities of managers, but also on the educational activities of students, the activity of employees, their satisfaction with the results of their work, and the coordination of the activities of the entire educational institution.

In this case, it is necessary to determine and implement all necessary measures to develop and effectively use the potential of participants in the educational process, its organizers and other

employees, that is, the scientific and pedagogical potential of the educational institution, and create sufficient conditions for organizing their creative activities.

References

1. Arkhipova A.I. On the Problem of Creating Interactive Versions of Educational Technologies in Mathematics / A.I. Arkhipova,
2. Babansky Yu.K. Optimization of the Learning Process: General Didactic Aspect. - M.: Pedagogy, 1977. 254 p.
3. Bederkhanova V.P. Formation of a Personally Oriented Position of a Teacher: Monograph. Krasnodar, 2001. - 220 p.
4. Bespalko V.P. Pedagogy and Progressive Teaching Technologies. M., 1995.
5. Bochkarev V.I. To the School Principal on Self-Government: A Handbook for Directors of Comprehensive Schools. - M.: Vldos, 2001. - 192 p. 29.
6. Vodovsky S.V.//Ecology and Human Health. Environmental Education. Mathematical Models and Information Technologies. Theses of the sixth international conference. Krasnodar, 2001.
7. Jeffrey Wooldridge. Econometric Analysis of Cross Section and Panel Data. MIT Press: Cambridge UK, 2010, pp. 752.
8. Chris Brooks. Introductory Econometrics for Finance. Cambridge University Press UK, 2014, pp. 540.
9. Jalolov J., Akhmedov I. Marketing research. T. - 2005
10. Yoldoshev N.Q., Nazarov F., Vohidova M., Nishonova Sh., International management. Study guide. "Economy-Finance", 2015.
11. Yoldoshev N.Q., Nabokov V.I. Management theory. Textbook. - T.: TDIU, 2013. - 433 p.