

## MODERN APPROACHES TO MANAGING AN EDUCATIONAL ORGANIZATION

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### ABSTRACT

The article discusses various approaches and principles of managing an educational organization. The article also reflects different interpretations of the term “management”. The tasks of a modern educational institution are described, the influence of the leader and his competence on the effectiveness of management of the educational institution is noted.

**Keywords:** management of an educational organization, management, development directions, innovative methods, management process, modern school.

### INTRODUCTION

In the broadest sense, according to V.S. Ageev, management “... is an element, a function of organized systems of various natures, ensuring the preservation of their specific structure, maintaining the mode of activity, implementing programs, and goals of activity” [1]. In our usual management theory, the term “management” is described as the process of implementing a certain list of management functions, respectively, as management is the process of planning, organizing, motivation and control necessary to achieve the organization’s goals.

Researchers have interpreted the management process in different ways. So, V.P. Bepalko described the term “control” as a system that ensures interaction between the manager and the managed object, in which the manager controls the operation of the managed object in relation to previously set priorities [2]. V.G. Afanasyev believed that the essence of the process being studied lies not only in the stabilization of the control system, but also in its continuous development through its transition from one state to another [3]. According to V.S. Lazarev, management activity comes down to a continuous sequence of actions carried out by the subject of management, as a result of which the image of the managed object is formed and changed, the goals of collaboration are determined, and ways to achieve them are determined [4].

Modern approaches to personnel management are aimed at solving the problems of innovative economic development. They imply: mobility and variety of forms of provision of services; providing support and maximum use of educational opportunities for families, the process of individualization, focus on obtaining practical results. In this case, professional competence, which is based on the personal and professional development of teachers and administration, acquires special importance for solving the assigned tasks. The transformation of the

educational system is carried out by people, in our case by teaching teams. With the help of research, it was revealed that only in a professional team of teachers, in which an atmosphere of cooperation and mutual understanding reigns, are the requirements for the effective activities of each member formed and implemented, which increases the level and quality of the educational services provided. In addition, researchers have studied the issue of risk management in educational institutions. So, E.A. Alexandrova and E.A. Maksimov directly indicate that “Risk management is one of the areas of activity of heads of educational organizations and associations” [5].

Thus, now we can observe a contradictory picture between the need for personnel development in the modern educational model and the insufficiently effective management of this process. The modern approach to the management of educational organizations lies in scientifically based actions of the administration and teaching staff. Their work is aimed at the rational use of such resources as the time and energy of teachers and students in the educational process for a more in-depth mastery of educational disciplines, moral education, diversified personal development and preparation for professional activities in the future. These tasks will be successfully implemented thanks to the skills of the leader and teachers to accurately apply modern discoveries of science and many years of experience, from the situation in the team, from the initiative of teachers and students in educational work.

We live in a time aimed at creating conditions for the realization of human potential, increasing the importance of protecting his rights and freedoms, improving market relations, forming new social systems and forms of management, so the question of the process of managing a team comes to the central position. As a result, the manager needs to deeply master basic knowledge about organization and management, modern approaches to solving these issues in order to effectively influence the work of subordinates, so that they, in turn, clearly fulfill the plan of intended goals and objectives. And although there is still little data about them in the modern management of an educational organization, the already known achievements of scientific research allow the manager to create conditions conducive to the formation of interest among team members in the productive and effective work of the educational organization.

We explore general and specific principles of managing an educational organization. The principle of management lies in the system-forming, fundamental rules, the observance of which is necessary when implementing management and ensuring the achievement of specified goals. Any work, including teaching, regardless of its field, structure and content, is subject to specific principles and is based on a number of general provisions. These principles are: normativity, objectivity, a combination of state and social principles.

The principle of normativity. The management process is built on a generally accepted specific documentary and regulatory framework, in accordance with recommendations that coordinate comprehensive educational work, regulations, charter, instructions, guidelines, letters from the ministries of education and health.

According to the principle of objectivity, it is necessary to strictly fulfill all the requirements and instructions of educational work, take into account the feasible capabilities of teaching staff in the initial conditions, and the real contribution of each member of the team.

The principle of combining state and public principles. It is necessary to exclude not only the isolation of the educational institution from the processes taking place in public life, but also the narrow corporatism of the professional interests of teaching staff. To do this, it is necessary to instill in employees the value of continuous development in the professional field, to encourage participation in various competitions and events organized in the external environment.

The modern management approach can be represented as a balanced combination of human values, organizational change and continuous adaptation to changes in the external environment. Currently, the control system should be simple and portable. The control system must meet the following requirements: have a minimum set of control levels; have compact units staffed by qualified specialists; be based on flexible structures based on a number of teams of specialists. Using the validity of problem-solving methodology, approaches, principles and methods, it is possible to determine the effectiveness and quality of management, which helps the manager make an analysis of the managed organization. Currently, more than fourteen scientific approaches come to the aid of the manager. Based on these positions, we will study the basic provisions of personnel management.

An integrated approach involves, in the process of making management decisions, taking into account significant interrelated and interdependent factors of the external and internal environment of the organization - technological, economic, environmental, organizational, demographic, social, psychological, political.

The focus of the integration approach in management is to explore and strengthen the relationships and interactions between:

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

Integration is a deepening of cooperation between subjects, management of the components of the management system, their interaction and interrelations. Integration can also be described as the interchange of components of one organization with another.

According to the marketing approach, the control subsystem when solving problems should be aimed at the consumer, since most often any work performed is aimed at satisfying human needs.

The functional approach to management is to consider a need as a set of functions necessary to fulfill it. Once they have been identified by the manager, he needs to create a number of alternative objects to perform these functions. The choice is made in favor of the one in which the total costs for the life cycle of the object per unit of beneficial effect are minimal.

In the dynamic approach, the control object is studied in constant continuous dynamic development, cause-and-effect relationships and subordination; a retrospective analysis is carried out for at least five years and a prospective analysis, i.e. forecast.

The reproduction approach implies the continuous resumption of production of goods or services in order to meet market needs with lower total costs per unit of useful effect, in comparison with the best technological object in a given market.

The process approach states that management represents interrelated and universal management processes (plan development, organization, control and connecting processes -

the communication process and the decision-making process). These processes in management are referred to as management functions, and the management process is the sum of the listed management functions.

The normative approach is the establishment of management standards in all management subsystems. For such elements as the target subsystem, functional subsystem and supporting subsystem, standards are established for the purpose of orderly operation of each of the subsystems.

The quantitative approach means moving from qualitative to quantitative assessments. Quantitative analysis is more effective, since having numerical data, the manager can observe the growth or decline in a particular management subsystem and track the performance of each department. This approach is carried out using mathematical statistical methods, calculations, expert assessments, a point system and others.

The essence of the administrative approach lies in regulations, that is, the definition of the functions of rights, responsibilities, quality standards, costs, and the duration of elements of management systems in regulations.

The goal of the behavioral approach is to help the employee identify and realize his own ambitions. The employee and his personal potential are a key figure in this approach, therefore the main objective of the approach is to increase the efficiency of the organization by increasing the role of human resources.

The situational approach lies in the fact that in a specific situation various management methods are used, since an organization is an open system that constantly interacts with the external environment, therefore the main reasons for what happens inside the organization (in the internal environment) should be sought in the situation in which this organization is forced to act.

The situational approach theory is based on four principles:

- the manager must be familiar with and possess effective means of professional management. To do this, it is necessary to understand the essence of the management process, the characteristics of individual and group behavior and thinking, possess the skills of system analysis, know methods of planning and control;
- the manager must predict the likely consequences of the application in the initial situation of each of the management methods, which have both advantages and disadvantages, as well as certain comparative characteristics;
- the manager must correctly interpret the situation, determine the most important factors in this particular situation, predict the likely result of changing any indicators;
- the leader must combine specific techniques that have produced minimal negative effects with specific situations in order to ensure maximum effectiveness in achieving the organization's goals.

With a systems approach, any system (object) is a set of interconnected components that have an output (goal), input, connection with the external environment, and feedback. The “input” system is transformed into “output”.

The program-target approach is based on the clear definition and implementation of the institution's goals and the development of programs to achieve these goals to the greatest possible extent, taking into account the resources necessary for their implementation. Using

this approach, you can find answers to the most important questions about the development of a planning object, if they cannot be found using classical planning and management tools. The frame approach is used in the process of reproducing the general model of an educational institution. To create a frame means to create an “ideal picture” of the object under study, which is the starting point for explaining directly observed, “real” situations.

In his article E.A. Maksimova pointed out that “The creation of a frame by a leader is the creation of an “ideal picture” of an educational institution, which can be the starting point for interpreting real situations observed and experienced in everyday practice. The frame approach gives a vision of the structure of an object, stimulates the generation of ideas, facilitates finding different ways to solve a problem, shows the manager where and where he should move from” [6, p. 230]; “Creating a frame is the creation of an “ideal picture” of the object being studied, which serves as a starting point for the interpretation of directly observed, “real” situations that occur in reality” [7, p. 61].

In order to understand and identify patterns and progressive trends in the educational process, new methods and approaches to improving the development of personnel in an educational organization in the conditions of innovation should be used in management activities. In addition, it is necessary to take into account modern trends in the personnel management system, direct the process in accordance with these trends, taking into account modern approaches to personnel management, the objective capabilities of teachers, the level of their professional and methodological competence, readiness to master, implement and develop innovations that are in demand in modern educational practice. The level of professional competence of the head of an educational organization is also of great importance, since it is he who influences the process of managing the teaching staff. A successful leader can be considered a leader who, in the process of carrying out any managerial task, demonstrates exclusively positive qualities as an individual, while applying effective principles and methods of interaction with the team.

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