

PEDAGOGICAL FOUNDATIONS OF INTERNAL MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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ABSTRACT

The management process always takes place where the common activity of people is carried out to achieve certain results. Management refers to the systematic impact of the subject of management activity (one person, a group of persons or a specially created body) on a social object, which can be society as a whole, its separate sphere (for example, economic or social), a separate enterprise, firm, etc. in order to ensure their integrity, normal functioning, dynamic balance with the environment and achievement of the intended goal.

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INTRODUCTION

Since an educational institution is a social organization and it is a system of joint activities of people (teachers, students, parents), it is advisable to talk about managing it. Social management is carried out by influencing the living conditions of people, the motivation of their interests, their value orientations. Many scientists define the concept of "management" through the concept of "activity", "impact", "interaction". "Management in general," writes V.A. Slastenin, "is understood as an activity aimed at making decisions, organizing, controlling, regulating the object of management in accordance with a given goal, analyzing and summing up on the basis of reliable information." And intra-school management, in his opinion, is "a purposeful, conscious interaction of participants in a holistic pedagogical process based on the knowledge of its objective patterns in order to achieve an optimal result" At present, the concept of business management is increasingly spreading to various areas of human activity, including number and education. However, the concept of management is narrower than the concept of management, since management mainly concerns various aspects of the leader's activities, while the concept of management covers the entire area of human relationships in systems "managers-executors". Thus, the theory of school management, in particular, the teaching staff, is significantly supplemented by the theory of intra-school management.

The theory of management attracts, first of all, with its personal orientation, when the activity of a manager (manager) is built on the basis of true respect, trust in his employees, creating situations of success for them. It is this side of management that significantly complements the theory of intra-school management. Speaking about the management of an educational institution, one should keep in mind the management system, that is, apply a systematic approach to the theoretical understanding of management activities. The management system is understood as a set of coordinated, interrelated activities aimed at achieving a significant goal of the organization. Such activities include managerial functions, implementation of principles and application of good management practices.

The main management functions are relatively separate areas of management activity. The functional links of management are considered as special, relatively independent types of

activities, successively interconnected stages, the full composition of which forms a single management cycle. The end of one cycle is the beginning of a new one. Thus, movement to higher qualitative states of the controlled system is ensured. There are several functions of management of educational institutions. To these main functions Slastenin V.A. adds pedagogical analysis, goal setting, regulation. A.M. Moiseev, Candidate of Pedagogical Sciences, Professor of the Academy of Advanced Training and Retraining of Educational Workers, identifies three large groups of functions of managing an educational institution:

1. Management functions of maintaining the stable functioning of an educational institution;
 2. Functions of managing school development and innovation processes;
 3. The functions of managing the functioning and self-development of intra-school management include actions in relation to the management system of an educational institution itself.
- Summarizing the views of these scientists, we will reveal the following functions of managing an educational institution: analysis, goal setting and planning, organization, leadership, control and regulation. Analysis is a relatively separate stage (stage) of cognitive management activity, the essence of which is the creative study, systematization, generalization and evaluation of various information about socio-economic conditions, the implementation of legal educational policy, the satisfaction of social needs, the experience of established management practices at all levels. Based on the analysis of individual, group and public educational needs of the population, the most important social needs are identified: socio-economic, environmental, valeological, cultural, scientific, territorial, pedagogical, domestic, etc., determining the goals and content of education, the market of customers and consumers is determined. The latter include state authorities and administrations, enterprises and institutions, public organizations, active groups of the population, families, individuals.

The function of pedagogical analysis in its modern sense was introduced and developed in the theory of intraschool management by Yu.A. Pedagogical analysis in the structure of the management cycle occupies a special place: it begins and ends with any management cycle, consisting of successively interconnected functions. The exclusion of pedagogical analysis from the general chain of managerial activity leads to its disintegration, when the functions of planning, organization, control, regulation do not receive rationale and completion in their development.

The effectiveness of managerial activity is largely determined by how school leaders master the methodology of pedagogical analysis, how deeply they can investigate the established facts, and identify the most characteristic dependencies. An untimely or unprofessional analysis in the activities of a school principal leads, at the stage of developing a goal and forming tasks, to vagueness, vagueness, and sometimes to the groundlessness of the decisions made. Ignorance of the true state of affairs in a teaching or student team creates difficulties in establishing the correct system of relationships in the process of regulating and correcting the pedagogical process.

The main purpose of pedagogical analysis as a management function, according to Yu.A. Konarzhevsky, consists in studying the state and trends in the development of the pedagogical process, in an objective assessment of its results, followed by the development on this basis of recommendations for streamlining the controlled system. This function is one of the most time-consuming in the structure of the management cycle, since analysis involves the allocation of

parts in the a single whole, establishing links between system-forming factors. In the theory and practice of intraschool management, Yu.A. Konarzhevsky and T.I. Shamova identified the main types of pedagogical analysis depending on its content: parametric, thematic, final. Parametric analysis is aimed at studying daily information about the course and results of the educational process, identifying the causes that violate it. Thematic analysis is aimed at studying more stable, recurring dependencies, trends in the course and results of the pedagogical process

This type of pedagogical analysis allows the school principal to focus on studying and identifying the features of the manifestation of certain aspects of the pedagogical process, to determine their interaction with other parties, components and the system as a whole. The final analysis covers a larger temporal, spatial or content framework. It is held at the end of the academic quarter, half year, academic year and is aimed at studying the main results, prerequisites and conditions for their achievement. The final analysis prepares the course of all subsequent functions of the management cycle. The content basis of the final analysis of the work of the school for the academic year is the following areas: the quality of teaching; implementation of educational programs and state standards; the quality of knowledge, skills and abilities of students; the level of upbringing of schoolchildren; the state and quality of methodological work at school; effectiveness of work with parents and the public; the state of health of schoolchildren and sanitary and hygienic culture; the performance of the school council, the pedagogical council, etc. The final analysis, its objectivity, depth, and prospects prepare work on the plan for the new academic year.

SUMMARY

Goal-setting and planning as a function of school management. The management process of any pedagogical system involves goal setting (goal setting) and planning (decision making). The improvement of goal-setting and planning of managerial work is dictated by the need for constant development and movement of the pedagogical system. Slastenin V.A. notes that "the goal of management activity is the beginning that determines the general direction, content, forms and methods of work. When determining the "tree" of management goals, it is necessary to present a general, or as they say "general" goal in the form of a number of specific private goals, then is to decompose the general goal. Thus, the achievement of the general, general goal is carried out through the fulfillment of its constituent private goals. This understanding of goal-setting allows us to move on to integrated planning. "Planning future activities, - as V.S. Lazarev writes, - means determining the goals, composition and structure of actions necessary to achieve them." In the practice of educational institutions, three main types of plans are developed: long-term, annual and current. The following requirements are imposed on them: purposefulness, perspectiveness, complexity, objectivity.

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