



Development Of The Pedagogical Management System To Improve The Efficiency Of General Secondary Educational Institutions

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Annotation. In the world, attention is being paid to the introduction of consistency and systematicity in the process of managing general secondary schools, the effective use of modern technologies of resource management in an innovative educational environment. In particular, in the conditions of innovative education, the development of modernization mechanisms of management, the introduction of rapid assessment tools and quality and efficiency monitoring strategies in the general secondary education system are of urgent importance. This article talks about the content of improving the management process of general secondary schools in the context of modernization of education.

Key words: modernization of education, innovation, management, strategy, general secondary education, forms of management, management technologies, information, communication, education.

Introduction

Management of educational institutions is a special field of modern science, which requires the leader to have specific work experience, as well as his unique organizational ability, talent, and personal qualities. Today's development of the society shows the need to improve the professional skills of the heads of educational institutions. After all, the professional skills of leaders are a decisive factor in the organization of innovative activities in educational institutions based on social requirements. Management is characteristic of any society, all spheres of life, and is the main goal of development and improvement of production and all social relations in order to more fully satisfy the material and spiritual needs of citizens. Socio-political management is the management of relations between different groups of people (classes, social groups, nations, peoples, etc.) and relations between people within these groups. [1] In the available sources, it is proposed to theoretically divide practical activities aimed at managing the education and upbringing of the young generation, that is, pedagogical management, into the following three groups:

- 1) 1) managing the process of personality formation organized by certain educational institutions;
- 2) 2) managing the process of personality formation in the educational process independently organized in each institution;
- 3) 3) managing the direction of each component of education and training processes in the process of comprehensive development of the individual.

Analysis of literature on the topic. Pedagogical management shows its own characteristics. For



example: management in education has an ethical aspect defined by the word "acceptance". Educational administration is both an art and a science, as it involves people relations (we think it is appropriate to say subjects) and knowledge of the subject; the dialectical unity of personal, state and public interests is manifested in the content of management. Public participation in education management is ensured. It is desirable to regularly improve forms and methods that allow the use of various, including economic, social-psychological, organizational-pedagogical and other methods in education management. [2] In U.I. According to Inoyatov, it differs according to the level and directions of management of the educational system. Including: 1) by level - internal management of state, inter-sectoral, network, local and comprehensive schools; 2) according to directions - from an organizational, systematic, substantive, personnel and methodological point of view. [3]

According to R.Kh.Dzurayev and S.T.Turgunov, school management is a collaborative activity of leaders and pedagogues. Science-based activity aimed at imparting deep knowledge and moral education, guiding the choice of profession, educating a well-rounded person.[4] In order to get an idea of the theoretical approaches to improving the management process of general secondary schools. it is appropriate to express and define the principles of understanding the conditions of modernization of education, the essence of the concept of "innovative activity of educational institutions" and the content of innovative activity of educational institutions from a pedagogical point of view.

Innovation is important in educational management. In the process of trying to understand the essence of the concept of "innovative activity", V.I. Slobadchikov can be considered justified: "innovative activity is the incompatibility of traditional norms with new social requirements or the newly formed norm with the existing norm." [5] refers to practical activities aimed at solving complex problems resulting from the conflict between

Based on the opinions about the stages of implementation of innovative ideas, it can be said that the innovative management activities of general secondary schools are organized in the following four stages:

1. Identification of management problems.
2. Designing an effective management system.
3. Planning to create effective changes and innovations in management.
4. Implementation of planned effective changes and innovations.

The above-mentioned stages directly represent the content of actions aimed at preparation, planning and implementation, as in any activity. In order to achieve effective management of the activities of general secondary schools, the compatibility and application of the proposed innovative proposals will be determined according to the results of the analysis. When conducting the analysis, the following three situations are taken into account:

1. To study and objectively evaluate the activities of general secondary schools before implementing innovative proposals (innovations).
2. Direct analytical study of the period of introduction of innovative proposals (innovations) into the activities of general secondary schools.
3. Analytical study of the situation after the direct introduction of innovative proposals (innovations) to the activities of general secondary schools.

Forms of innovative management of general education schools: individual and collective; monitoring and control methods; and tools - projects, schemes, maps, instructions, written reports, reports, etc. There are two different approaches to the management of educational institutions, the first is democratic (in the management, the participation of the pedagogical team, students and their parents) and administrative (command and coercive) management. In



the conditions of modernization of education, working on the basis of democratic and humanitarian principles in improving the management process of general secondary schools serves to ensure the effectiveness of education. In democratic management, there is mutual trust and respect between the leaders and the team of secondary schools, and they are able to understand each other and each member of the team (be it the leader or the staff). they work together towards a common goal. Regardless of whether he is a student, he takes responsibility for his duties and performs them seriously, conscientiously and honestly.

In the conditions of administrative (bureaucratic) management, in our opinion, the implementation of conflicting rules and instructions, mutual disagreements between subjects, lack of understanding and respect for each other, changes by employees z Voluntary delegation of tasks, e.g. It is felt that they do it not responsibly, but from a forced point of view, out of fear of pressure from the leaders. There is no mutual cooperation and solidarity between the administrative bodies operating on the basis of the institution (pedagogical council, parents' council, methodical association, etc.), they work separately, communication between them is weak, mutual information exchange is complicated. Each of the management bodies of the institution has separate goals.

In general, in educational institutions based on administrative management, it is important to solve small problems every day. Their way of working is based on deviation from traditional rules and changes are not supported. General education schools also differ according to the direction of management, that is, management management and innovative management.

General education schools based on administrative management are qualitatively different from management procedures based on formalism and bureaucracy. Such educational institutions are distinguished by relying on existing experience, socialization, humanization and democratization of education. Their leaders intend to raise the activity of the institution to a certain level and maintain it, and prefer to use psychological-pedagogical and economic methods of management.

Research methodology. Changes in educational institutions with permanent and effective innovative direction are always supported. Cooperation in educational institutions based on innovative management is a decisive catalyst of pedagogical activity. The organization of innovative activities in educational institutions is considered as a process with a complex structure. Based on the study of available sources, the following parts can be distinguished in the structural structure of innovative activity:

1. Management - actions that serve and organize the implementation of the goals of educational institutions in the process of management: analysis of the situation and opportunities; action planning (based on the program); organization of consistent innovative activities; leadership; management.
2. Level innovative activity - different levels of interdependence - reflects innovative activity organized within individual, group, general education schools, district (city) and region.
3. Subjects - persons actively participating in the organization of general education schools (director of the institution, management staff, subject teachers, class leaders, students, their parents, sponsors, etc.) reflects innovative activity is also evaluated in terms of tasks of subjects.
4. Motives of innovative activity - represent the directions of activity, wishes, professional abilities, habits, interests and aspirations of subjects of general education schools.
5. The content of innovative activity is a unique management diagnosis, which describes situations such as identifying problems, innovative design, categorizing innovations, popularizing them, and analyzing results.
6. Innovative activity process (cycle) - consists of a set of actions such as promotion of



initiatives (innovative ideas), justification of innovative ideas (fighting with opponents), popularization of them, achieving wide acceptance, time perspective of innovative ideas. obsolescence, becoming routine, rejecting them or updating their content (V.M. Demin, N. Fridman), spreading updated innovations.

Analysis and results: The above-mentioned points confirm the conclusion that the innovative activity of secondary schools is manifested as a system. A system is a set of elements that are in constant relationship with each other and are interconnected, that have the same essence, such as natural, biological, social, forming a single whole. Characteristic features of a social system are clear goal orientation and organicity or naturalness. Integration is a self-developing wholeness or unity made up of complex and layered stages. On the basis of the implementation of management tasks, the naturalness and goal-orientedness of social systems is ensured. Based on the analysis of the system, the following objects can be distinguished:

- input (everything necessary for the process and changes in it (subjects, equipment, data, etc.);
- output (the result or final state of the system activity, the change of everything that was present at the input at the output);
- process (transformation of input into output);
- limitation (requirements for system process and results).

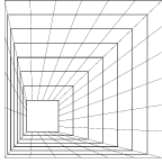
Competitive general education schools are entities that can meet existing social needs, provide a wide range of educational services, and update their activities in accordance with the existing legal, informational, and psychological-pedagogical support. . Such general education schools are distinguished from other institutions by their high reputation, where specialists with pedagogical education strive to organize professional activities, and students are admitted to study on the basis of selection. Leaders can ensure stability in the provision of quality educational services, pay serious attention to strengthening the material and technical base of the institution. In the process of improving the management process of general secondary schools in the conditions of modernization of education, the following tasks are solved: 1) decision-making; 2) announcement of decisions; 3) joint use of incentives and methods of activity improvement; 4) correct distribution of tasks between subjects and leaders; 5) determining the consistency of goals and objectives of subjects and leaders.[6]

Conclusions and suggestions: Therefore, modernization of education is a leadership activity aimed at making certain changes to the practices of educational institutions in the context of improving the management process of general secondary schools, and its effect is to match the activities of general schools to social requirements. . requirements. to organize, enrich and improve the quality of educational content, to increase the level of knowledge, skills and qualifications of students, to have high moral and ethical qualities in them, between teachers and students in the educational process determined by the mutual cooperation decision.

In the conditions of modernization of education, the leading principles have a special place in the improvement of the management process of general secondary schools.

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