

DEVELOP MANAGEMENT COMPETENCIES IN FUTURE EDUCATION MANAGERS

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Annotation. Given that social systems, including the educational process, are subject to individual subjective laws, rules, and principles, we can conclude that the scientific foundations for managing the education system are clear goals, principles, and methods. In this article, the author describes in detail the management competencies in the educational process, the management competencies of future teachers.

Keywords: management, pedagogy, educational process, education management, modern management, etc

Management has a history of nearly a hundred years, it has been tested in countries with different cultures and levels of economic development, and has proven its viability and effectiveness in all systems. The importance of management abroad was especially evident in the 1930s. Even then, it became clear that this activity had become a very influential social force in the profession, in the field of knowledge, in independent discipline, and in the social stratum of managers - able to make effective decisions to solve problems. Management is the social management of an organization. In many contexts, the concepts of "social management" and "management" are practically the same. Management is a person-centered approach based on management, which does not imply a direct impact, but creates the conditions for comfortable collaboration between the leader and the subordinate to effectively achieve the goals of the joint activity.

Achieving the goals of management requires a broad and humane thinking from the head of the educational institution, in this regard, he must be able to identify specific tasks to be solved by the social institution - the educational institution. We believe that the basic principles of education management as a system of activities are determined by the following factors.

1. first, they reflect the frequency and sequence of individual actions of the performer and the whole activity in general;
2. second, they provide rules for performing certain types of work for a specific period of time;
3. third, they set requirements for the qualifications and composition of executors for a particular activity;
4. fourth, the amount of information required and its main sources are determined in terms of optimality conditions (necessity and sufficiency);
5. Fifth, they define and ensure the basic rules of control, accounting and operation of executors.

The concept of "educational system" in relation to the educational institution and its management can be defined as "a set of interrelated structural and functional components that are subject to the objectives of teaching, educating and training the younger generation and adults" . If the methodological guidelines of general management are remembered, then the management in the education system also organizes activities in accordance with the model - input, process, output, control. But the peculiarity of the management of educational activity is the understanding that the development of the educational process and self-development is a prerequisite for its existence. A system of activities such as the learning process is constantly evolving, has a tremendous ability to improve in the context of a clear scientific organization of management, and conversely shows a tendency to degrade in the absence or poor organization of management. No one can force you to do the "right thing" if you don't want to. Managing the process of cognitive self-education means, first of all, the organization of motivation on the basis of clear planning and, in general, the management, assistance, correction of this process.

The four well-known functions of management - planning, organizing, motivating, and controlling - have two common characteristics: they all require decision-making, and they all require communication (communication as a mechanism). We can say that decision-making and communication are the unifying processes of the elements of the educational system. We understand the essence of "decision making" to be that a person prefers several alternatives. The choice of this or that decision is based on a person's values or

cultural hierarchy. Understanding the desires of subordinates, understanding their motives, changing the hierarchy of values, at least in small things - the main content of the activities of the general manager, organizer-manager. We know from management theory that the main requirement for effective objective decision-making is the availability of clear initial data (input). The only way to obtain such information is through communication, i.e. the process of exchanging information between two or more people and its semantic meanings. As mentioned above, communication is important in the other four functions of management - planning, organizing, motivating, and controlling. Communication is the leading ability of an effective manager. A team or group of managers is often referred to as managing an organization. The cumulative performance of all managers actually determines the success or failure of the entire institution. Management forms cadres, establishes a system of relations between people, including them in the process of collective labor activity. So, administrators of educational institutions can be called teachers of teachers. In this regard, one of the most important tasks of management in an educational institution is to promote the development of teachers: professional development, personal growth, including moral and spiritual development. It was noted that the top managers - school principals, deputy principals - are highly qualified and have a common culture. Management must perform the same incentive function as teacher supervision, which is significantly different from hypertrophied administrative management, and the responsibility for failure rests squarely with the teacher or student. This contradicts management theory, the results are predicted and the conditions for achieving the goal are taken into account. Therefore, with good management, several scenarios of event development, including unwanted ones, are developed and the actions of managers and teachers are "prepared" - pre-planned. The mechanism of the motivational function is also communication, in which the function of speech is to discuss inspiration, support, positive attitudes, and long-term perceptions of the results of teachers' and students' activities. Experienced managers always pay attention to the mood, a positive attitude to the activities of teachers, career development of employees and discuss their prospects. Management activities are related to analysis and diagnosing situations, identifying key tasks, key contradictions, and dominant trends; promoting management alternatives, evaluating each option, identifying the most appropriate actions; to develop a clear program of action that will be effective in terms of making this state of management more favorable. The power of modern management allows, on the one hand, to transform human knowledge, experience and scientific and technological progress into a productive force, on the other hand, in the creative application of information technologies that contribute. increase the information capacity of workers who initiate creative and innovative processes.

Education management as a cyclically programmed process is a key factor in obtaining an appropriate quality learning product and an appropriate level of learning outcome. The peculiarity of educational management is the specificity of the subject, product and outcome of the manager's work. From the specificity of these phenomena arises management tasks, the main of which is to resolve the constant contradictions between formalism and creativity. The main tool of a manager's job is a speech based on people's communication involving material and operational means, as well as taking into account the conditions and knowledge of how to achieve the goal. All of the factors listed to achieve a manager's goal are tools that knowledge is professional.

Current management is a very popular scientific direction, as its application in various fields of activity should lead to the mobilization of financial, material and intellectual resources. And it's commercially viable. But do we need management in education? Or can you do it easily in this field without you? Management in the education system is common in Western Europe. It is believed that high levels of student achievement cannot be achieved without properly organizing the team. Management in the field of education is very important, because with its help competent decisions are made. Interestingly, in the process of their admission, according to Western experts, every individual teacher must be involved. The administration needs to select the most reasonable proposals and implement them within a single school, university or other educational institution. The development of scientific approaches to school management began in the 1920s. With the development of sociology, psychology, philosophy, and various scientific methods of learning, especially the systematic approach, interest in school management has also increased. In the early 1990s, major theoretical works by Western scholars were published. In their opinion, the final analysis of the annual activities of any educational institution should include:

- compliance of the school with various regulations of the Ministry of Education;
- The effectiveness of the annual management cycle. Analysis of the effectiveness of the methodological work carried out;
- General assessment of the quality of education and teaching of basic sciences;
- Analyze the interaction of school students with their parents;
- The effectiveness of the educational institution's work with various public organizations;
- Assessment of students' level of education;
- Analysis of compliance with sanitary and hygienic standards.

The most complete description of management that can be used in education was given by the famous American management theorist P. Druker. Modern management is a specific type of activity that is managed to enable people to act together, to make their efforts more effective, and to mitigate their own weaknesses, because a person's ability to contribute to society depends on efficiency which corporates governance through their own actions and people's loyalty. An important feature of pedagogical management is the publicity of the management of the education system, which is reflected not only in government agencies, but also in public structures, including pedagogical and student communities, parents and community representatives. Their participation in management creates the preconditions for the development of a creative environment of a good psychological climate in the educational institution.

Management in education is a set of technological methods, organizational forms, principles and methods aimed at increasing the effectiveness of the education system. Its main functions are organization, planning, motivation and control. Management in the field of education is reduced primarily by informing all subjects about the activities of the system. Based on this information, decisions are made, as well as planning for further activities. Management in the field of education has set itself the goal of selecting targeted solutions, as well as developing a development program for different educational institutions. School or university management should be done in three stages. In the first stage, the diagnosis is made and an approximate assessment is made, in the second stage, data are collected using various sociological methods, and in the third stage, final conclusions are made about the state of affairs, as well as ways to solve them. improve the situation. It is difficult to achieve high results in anything without management. And training is no exception.

Pedagogical management has its own characteristics because it is related to the creative activity of people. In the case of V.P. Simonova "Pedagogical management: know-how in the field of educational process management" Pedagogical management is described as a theory, methodology and technology of effective management of the educational process. Management in general can be understood as the ability of a leader to achieve set goals using labor, intelligence and other people's behavioral motives, the science and art of managing people and social processes. In terms of the educational process, pedagogical management is a set of principles, methods, organizational forms and technological management techniques aimed at increasing the effectiveness of the educational process.

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