

PEDAGOGICAL CONDITIONS OF IMPROVING ADMINISTRATIVE DECISIONS OF THE EDUCATION MANAGER IN THE CONDITION OF MARKET RELATIONS

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Abstract:

The current state of education management system development is characterized by the search for a new philosophy of social management. This process is related to the changes in economic relations, social consciousness, human values and trends taking place in our country. As social and moral problems become more acute, society's need for a highly qualified leader in the educational system is increasing. In this regard, the problem of improving management activities of education managers is updated, the solution of which in practice allows to ensure the compatibility of management goals and achieved results. This research describes the actual issue mentioned above.

Keywords: Manager, technology, trend, management technology, information resources, pedagogical conditions, integration, market relations.

INTRODUCTION

Currently, among educational organizers, there is a need to review and re-evaluate their management activities, to analyze, evaluate and adapt the world management experience by combining the main ideas of management in business and education: management decisions are significant when they are implemented. will improve. The influence of technology on the improvement of the management activities of managers in the educational system helps to change the entire system of activity, which leads to a qualitatively new state that corresponds to the general objective trends of the development of education in the whole world. The generalization of scientific knowledge and experience of world management at the level of the organization allows to consider technology as a factor for improving the management activities of educational managers. On the basis of theoretical analysis, on the basis of the study of the experience of managing the educational system, on the basis of the study of one's own experience in management activities, on the one hand, the research problem determined by the contradiction, which consists of the ever-increasing needs of society, was determined. Improving the management of education, on the other hand, the lack of effectiveness of improving the management activities of educational managers in the conditions of technology. The contradictions that have arisen are related to

the inconsistency between the following: the objective need for the technologicalization of educational management and the insufficient development of this problem in the science of pedagogy; lack of sufficient theoretical justification of the nature of technological management organization and technologicalization, provision of software-targeted resource management technologies; the increase in society's demands for the education manager's profession and the methodological underdevelopment of the quality indicators of management activity. The managerial activity of the educational manager is designed to gather advanced management ideas and transform them into technology. The characteristics of management activity of educational managers are as follows: a) production capacity as an indicator of development (level change) of management activity; b) management culture as an indicator of the quality of management activities of educational managers; c) the quality of education as an indicator of the effectiveness of management activities. Technological mentality is a collective socio-psychological state of a team of managers, which manifests the characteristics of a certain archetype (recognition of stability and integrity) and acts as a set of qualities, characteristics, emotional reactions of managers and is aimed at acceptance.

In our research, technologyization is a factor of improving management activities of educational managers. Its influence on this process is based on the recognition of the following law: the more effective the activity, the more its important characteristics correspond to the important characteristics of technology (operationality, economy, modernity, integration, integrity, self-sufficiency of methods; transformative nature, guarantee of achievement and repeatability of results). The essence of technological management is to provide all the functions of managing technology features. The activity of the educational manager is carried out in a specially organized system of external conditions created for the development of the individual; is considered as a dynamic system of professional interaction with the world, designed to concentrate advanced ideas in management and transform them into technology. It has been proven that the more technologically advanced the management activity is, the more evident the management culture is. The rule of implementing the principle of technologization is the algorithm of the following management actions: a) creating conditions for the emergence of a technological mentality in the management environment; b) creating a program-target model as a means of transferring management activities to the mode of technology; v) formation of information resources and instrumental base of management technology, including "know-how" type tools; d) formation of a developing environment that allows the manager to improve his official and unofficial status, master the program-target model and introduce management technologies into management activities. The principle of technologization makes it possible to implement management activities as a rational achievement of goals in the process of constant dynamics of predicted results. Management technology refers to the transfer of all management functions to technology conditions. Management technology is the art of organizing and allocating resources that guarantee the achievement of the set goal result with optimal, cost-effective methods based on the algorithm of actions and the

possibility of repetition. Management technology is considered as an optimal, conceptually based level of organizational management activity. Summarizing the pedagogical literature on technology and technologization helped to define the essence of technology: technology, which is the concentration of management activities, includes advanced ideas, information resource systems, and modern management tools. It was found that management technology has a qualitative effect on the changes in management activities of educational managers. The important features of the technology correspond to the important features of the activity. As a result of the use of technology, a development effect occurs, which contributes to the qualitative change of management activity - its effective improvement. Technology indicators (diagnostic goal setting, management, correction, efficiency) correspond to the important characteristics of activity (goal setting, changeability, conscious nature, objectivity). Here the effect appears again, which leads to a sharp increase in the qualitative changes in the performance of the educational manager in accordance with the level of management activity. This is the essence of improving management. The experience of theoretical research made it possible to justify the characteristic features of the management activities of educational managers, which are indicators of management improvement: the indicator of the development of production capacity (changes in the level), the quality of education, the indicator of management efficiency, the management culture of management is a quality indicator. Productivity is the ability to demonstrate the technology characteristics of management activities. The quality of education is the level of meeting the expectations of education consumers (students, their parents, society, the state) from the provided educational services. Management culture is a system of development of activity, behavior and communication management programs that ensure the social development of a person and the assignment of universal values to them in the conditions of school life (children and adults interact and offline). Theoretical studies helped to determine the technological nature of management culture: management traditions, customs, rituals, values of educational managers, the standard of their behavior, activities, communication, etc., helped to determine the functions and tasks of management. We consider the management as a means of technologization of the program-targeted model, which shows the skills of educational managers. The program-target model served as a conceptual basis for the management activities of educational managers, contributed to the provision of management activities with program-target resources and allowed to transfer it to the development mode. Quality changes in management activities are described according to the quality indicator - management culture. It was determined that management culture, the level of management activity depends on the personality culture of educational managers.

It was necessary to study the conditions of management technology, which shifted the management activities of educational managers to the development mode: the formation of a technological mentality, the targeted support of management activities with software according to the model, the evolution of the state of educational management. One of the main results of the experiment is that the technological mentality of educational managers

has emerged in the urban educational space. To describe the technological mentality, we used the following definition: the collective socio-psychological state of the team of leaders of educational institutions, a set of emotional reactions aimed at accepting and implementing their qualities, characteristics, management principles and methods. The formation of the technological mentality of educational managers was carried out according to the following stages of its development: diagnostic, prognostic, activity - evaluation and creative. The analysis made it possible to identify qualitative changes in the collective socio-psychological state of managers who are inclined to technologize management. The material for the analysis was the results of the diagnosis of the municipal management environment to identify the archetype: the stable and well-known integrity of the studied socio-psychological condition of the managers. In the course of the research, the levels of formation of the technological mentality were determined, and the level of influence of the general factor of technologicalization on the productivity of each of the three product-gene reasons was determined. It has been proven that the technological mentality has the greatest influence on the improvement of management activities of educational managers, which encourages educational managers to implement their managerial activities in the form of technology. And as a result, we observed a change in the personal and professional qualities of educational managers, the evolution of the status of leaders in the educational system, in which the functions of the leader were gradually transformed into management functions. It was determined that the evolution of the status of managers is a unity of gradual qualitative and quantitative changes in management activities that help to develop the leader's public reputation, to acquire the official status of an educational manager. special higher education manager) or increasing the informal status of the education manager (leadership functions and recognition at the state and national level: increasing the qualification category, awarding a scientific degree, appointing a school director who studies subjects in depth, gymnasium, lyceum director, state awards general director of the complex of educational institutions awarded with). A quantitative indicator of the evolution of the status of educational managers in the municipal education system is the instability of management personnel during the experiment. It was found that for a long time (the second year of the experiment and until its end), the changes in the management activities of the heads of educational institutions were carried out gradually, with "quality growth". stress to employees and disruptions in the productivity of the management process, that is, in an evolutionary way. The acquired status of manager of non-formal education made it possible to solve management problems and improve it in a corporate way.

It was found that the program-target model helps to transfer management activities to the mode of technology and creates conditions for development. The results of the experimental work are given: qualitative changes in the management activities of educational managers, change of management functions to management functions, transformation of the status of the heads of the educational institution into the status of the educational manager have been determined. The fact that there are important features of technology in the management activities of educational managers in the city of Orenburg was revealed. The uniqueness of

management technologies and cultural management environment is shown in the example of management activities of the heads of educational institutions in the urban educational space. It has been proven that management activities organized in accordance with the principle of technological development are in a state of development and demonstrate the characteristics of technology. On the one hand, if we considered the technological management of management as a factor in the development of management activities, on the other hand, it was a part of it.

Thus, the research results confirmed the correctness of the put forward hypothesis and made it possible to draw the following conclusions:

1. Technologization is a factor of improving management activities of educational managers. The essence of technologization consists in equipping the management functions with the dynamics of the management activity of managers in accordance with the dynamics of technology features, important features of technology.
2. The program-targeted model of management activity of educational managers (static and dynamic aspects) is a means of technologization of management and ensures transfer of management activity to development mode.
3. Scientific-methodical support of the program - the target model of management activities (programs, local acts, methodological manuals, etc.) helps educational managers implement the model as a means of technology.
4. Characteristics of management activity of managers: production ability, management culture, quality of education - serve as indicators of improvement of management activity of educational managers.
5. The set of pedagogical conditions (software-targeted support of management activities, formation of technological mentality, evolution of the status of educational managers) is a necessary and sufficient condition for technologization of management, a factor influencing its development. management activities of educational managers.

experimental works aimed at technological management allowed to qualitatively change management activities in the urban educational space. A technological mentality appeared in the team of heads of educational institutions, which encouraged managers to transfer all management functions to the mode of technology; a programmatic approach to management is implemented. Management activities of educational managers are programmed - targeted resources. Technologization is a factor of improving management activities of educational managers.

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