

SOME COMMENTS ON THE ESSENCE OF THE CONCEPT OF PEDAGOGICAL MANAGEMENT

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ABSTRACT: As is already known, educational processes take place in dynamic systems. Let us recall that a system is a collection of elements between which certain relationships appear. The structure of a system is made up of elements (components) that can be distinguished according to various characteristics, most often by location and function. A pedagogical system is an ordered set of interconnected and interdependent structural and functional components, each of which in turn represents a very complex formation and can be considered as an independent system.

KEYWORDS: Innovation, education, technology, competence, economic competences.

INTRODUCTION

In a market economy, the education system is included in the sphere of social services. Despite the fact that the state takes care of the upbringing and education of its citizens, supports this system legislatively and economically, strengthens and develops it in every possible way, the educational system, like any other system, functions according to market laws. Educational (educational) services are provided by educational institutions of all forms of ownership. The purpose of modern schools, their main function is to satisfy the various needs of consumers. This new phenomenon in our life must be clearly understood when starting to consider issues of pedagogical management.

The main goal of any production present on the market with its products (goods or services) is to make a profit. Services, including pedagogical ones, have a real and very high market value.

They are paid by individuals (consumers themselves), corporate customers (firms, industries, etc.), and the state. When they talk about free education, they only say that a particular citizen does not take his own money out of his pocket when paying for the educational service provided. The state does this for him. The richer the state, the more it cares about its future, the more money it invests in the upbringing and education of its citizens. Intelligence is the main wealth of any country. Oil, timber and ore are important, of course, but without the power of the mind they mean nothing. Intellectual societies, such as Japan, have everything in abundance even with the most meager natural resources. States rich in natural resources are begging, having lost their intellectual elite.

How is education managed in a market economy? What are the tasks, content, functions of pedagogical management? Understanding these issues is very difficult, our country is still in a transition period, and we comprehend market laws through trial and error.

The concept of “management” in pedagogy began to be used quite recently. Management (from the English to manage) is the ability to achieve assigned tasks using labor, intelligence and motives of people’s behavior. However, the Russian word “upravlenie” does not convey all the shades of what the word “management” implies. Management is also a function, a type of activity, the content of which is the management of subordinates within the organization; management is also an area of knowledge that helps to carry out the management function; management is a way, a manner of communicating with people, power and skill in building relationships, a special kind of ability and administrative skills.

In a general sense, pedagogical management is understood as the process of optimizing human, material and financial resources to achieve organizational goals. Management in pedagogy is management (planning, regulation, control), leadership, pedagogical production, its organization. It is also a set of methods, forms, and management tools to achieve the intended goals. V.P. Simonov says that “pedagogical management is a set of principles, methods, organizational forms and technological techniques for managing the educational process, aimed at increasing its effectiveness.”

These definitions are enough to move on to consideration of management issues in educational and educational systems. Above, we examined the dependence of the effectiveness (productivity) of didactic and educational processes on the quality of management and established,

that the higher the quality of management, the higher the productivity of the process. Consequently, by improving management in all areas and in all areas of the pedagogical system, we increase the level of its functioning and ensure an increase in productivity.

Pedagogical reality is a set of systems hierarchically linked vertically and horizontally. For example, the didactic system is part of the general pedagogical system, which we isolate and consider as relatively independent in order to better understand the processes occurring in it. The systemic nature of pedagogical processes corresponds to the systemic nature of pedagogical management. Each system has its own level of management. Vertically (subordination), for example, the following systems and their corresponding management levels are distinguished:

- the state system of education and upbringing as a whole - the level of state management;
- regional educational systems - level of regional management;
- regional (district) networks of educational institutions - regional, district level of management;
- educational institutions and the corresponding level of management;
- departments of educational institutions and the corresponding level of management.
- Horizontally we can also identify many structural parts (directions) that require qualified management. Among them:
 - training sessions;
 - independent (extracurricular) work;

- professionalism of the teacher; etc.

The management of pedagogical projects is highlighted separately. Pedagogical projects are relatively isolated areas (parts) of activity carried out for a specific purpose. At the school or university level, pedagogical projects can be, for example:

- scientific research of teachers;
- scientific research of students;
- training sessions;
- all kinds of educational matters;
- publishing projects;
- construction projects;
- exchanges of students and teachers;
- examination sessions;
- holidays;
- entertainment activities; etc.

To manage such projects, specially trained managers are increasingly being appointed to “lead” the project from start to finish. The position of project manager is becoming in demand in the educational sphere.

There are two main approaches to managing pedagogical systems - systemic and situational, which are sometimes called “scientific” and “manual”. With a systems approach, the entire set of interrelated elements is taken: tasks, technology, structure, people focused on achieving a goal in a constantly changing external environment. The situational approach assumes that the suitability of various management methods is determined by the situation.

The most effective method is the one that best suits the situation at hand. From this it follows that in management there is a significant share of creativity, the art of a leader.

Each system has a leading, system-forming component that connects all other components into a single whole. This role in the pedagogical system is played by the communication component. Even small changes in it are reflected in the entire system and can cause significant changes.

The scientific organization of pedagogical work provides for:

determining the optimal load; its even distribution across parts of the academic year;

rational alternation of work and rest;

workplace equipment; equipping the pedagogical process with the latest technical teaching aids (TSO);

decent remuneration for work;

stimulating a creative attitude to business;

creating an atmosphere of cooperation between teachers, etc.

The basis for organizing the work of students is, first of all, compliance with the conditions for their successful activities: sanitary and hygienic, ergonomic, aesthetic, material and technical, economic, organizational, etc. Equally important are the equipment of classrooms, class schedules, alternation of various types of activities, alternation of work and recreation, support of the pedagogical process, motivation and stimulation of educational work, alternation of

classes, organization of practice, combination of classroom and extracurricular (independent) work, etc.

In fact, every area of teaching and learning work needs constant monitoring and improvement.

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