

SIGNIFICANCE OF SCHOOL DIRECTOR'S MANAGEMENT ACTIVITY ORGANIZATION ISSUES AND MANAGEMENT EFFICIENCY

Submission Date: August 06, 2023, **Accepted Date:** August 11, 2023,

Published Date: August 16, 2023

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-04-08-10>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Sultonova Lobar Abdunosirovna

Doctoral Student Of The National Research Institute Named After A. Avloni, Uzbekistan

ABSTRACT

The article discusses the theoretical and methodological foundations of educational institution management, as well as the main functions of school principals in organizing management activities and their role in improving management efficiency.

KEYWORDS

Educational institution management, management performance of school principals, management system, management functions, analysis, parametric analysis, thematic analysis, final analysis, activity planning, control.

INTRODUCTION

It is an undeniable fact that educated people make a significant contribution to society in enriching the age of knowledge with their achievements. In this regard, modern societies strive to ensure the effectiveness, productivity and quality of education in schools to activate the integration between the state and citizens, and education requires continuous development. Therefore, the need for highly qualified teachers and education managers is increasing day by day.

The main function in organizing the activities of school principals is to find and solve positive solutions to issues in the direction of management to ensure the vital activity of the school in achieving the goals set for the educational institution.

When it comes to the management of an educational institution, we believe that it is necessary to remember to apply a systematic approach to the theoretical understanding of the control system, that is, management activities. A management system is a set of coordinated, interdependent actions aimed at



achieving an important goal of the organization. Such activities include management functions, implementation of principles and application of good management practices.

Main management functions - these are relatively separate areas of management activity. Functional links of management are separate, relatively independent types of activities, sequentially interrelated stages, their full composition constitutes a single management cycle. The end of one cycle is the beginning of a new one. Thus, transition of the controlled system to high-quality states is ensured.

There are several functions of management of educational institutions.

One of the founders of management theory, Henri Fayol, at the beginning of the 20th century, put forward the idea that there are 5 functions of management. They are planning, organization, ordering, coordination, control. In the theory of management, it should be noted that four functions: planning, organization, motivation, and control functions are separated and considered as the first level. In such cases, a situational approach is used to determine the functional structure of management activities. As a result of the popularization of the situational approach in management, experts have highlighted other functions of management: goal setting, communication, and motivation. Lazarev V.S. distinguishes “planning, organization, leadership and control”. [6] These main functions include Slastenin V.A. adds “pedagogical analysis, goal setting, regulation”.

Professor A.M. Moiseev defines three large groups of educational institution management functions:

1. Management functions of ensuring the stable operation of the educational institution;

2. School development and management functions of innovative processes;

3. Management functions within the school and self-development management, that is, it includes actions related to the self-management system of the educational institution. [8]

According to R.Kh.Jorayev, S.T.Turgunov, N.Q.Akhmedova’s opinions on the theory and practice of educational management, in order to better understand the management activities of the leader in the educational institution, it is necessary to consider the functions and methods of management and the structural management of leaders it is appropriate to define the structure. Scientists note that management functions of the heads of institutions can be conditionally divided into two types: professional and socio-psychological functions. The performance of the leader’s production and technological tasks defines professional functions, and the leader as a professional-specialist always interacts with people. Therefore, leadership activities include socio-psychological functions. These functions are implemented in the process of communication of the leader with subordinates in a certain system, and such communication can be in the form of direct and indirect orders, guidance, and instructions. N.Q. Akhmedova introduces aspects such as working with information, organization, socialization, decision-making into social psychological functions. [3]

Working with information consists of collecting, processing and transmitting various information and is used in the process of coordinating the activities of groups. In this process, the leader acts as a generator of the main information coming to the institution. The main subject of work for the director is information, based on which decisions are made, that is, products of the management process.



Organizational functions are implemented in the organization of the team's activities to fulfill the tasks assigned to employees, and organization is one of the main and responsible functions of the director.

Socialization is the formation of high morale, culture and creative activity among employees, and it is a factor of creating a creative environment in the team.

In the process of management, strategic, tactical, general, traditional, operational and other various decisions are made on various issues, at different levels, according to their purpose, task, and content. These decisions, which are of great importance in solving problems and issues in the direction of achieving the goal, will be directed to the coordination of the institution's activities. Basing the directors on democratic principles in decision-making, involving all employees in this process has an effect on achieving high efficiency.

Summarizing the opinions of these scientists, we reveal the following functions of educational institution management: analysis, goal setting and planning, organization, management, control and regulation.

Analysis is a relatively isolated stage of cognitive management activity, its essence is the creative study, systematization, generalization and evaluation of various information about socio-economic conditions, implementation of legal education policy, satisfaction of social needs, at all levels is experience in embedded management practice.

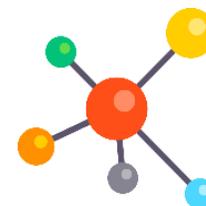
Based on the analysis of individual, group and public educational needs of the population, the most important social needs (socio-economic, ecological, valeological, cultural, scientific, territorial, pedagogical, household, etc.) are determined. In the modern sense, the function of pedagogic analysis was introduced into the theory of intra-school

management by Yu.A. Konarjewski.[4] The effectiveness of management activities is determined to a large extent by how school leaders master the methodology of pedagogical analysis, how deeply they study the identified facts and identify the most characteristic connections. Untimely or unprofessional analysis of the activity of the school director leads to the uncertainty and sometimes unreasonableness of the decisions made at the stage of goal development and task formation. Not knowing the real state of work in the pedagogical or student team creates difficulties in establishing the correct system of relations in the process of regulating and correcting the pedagogical process. The main goal of pedagogical analysis as a management function is to study the state and development trends of the pedagogical process, objectively evaluate its results, and then develop recommendations for regulating the managed system. This function is one of the most time-consuming functions in the structure of the control cycle, because the analysis involves separating the parts of the object under study into a single whole, establishing relationships between the factors that make up the system. Yu.A. Konarjewski and T.I. Shamova identified the main types of pedagogical analysis (parametric, thematic, final) depending on the content in the theory and practice of school management. [5]

Parametric analysis is aimed at studying daily information about the progress and results of the educational process, and identifying the causes that disrupt it.

Thematic analysis is aimed at studying the stable, repetitive relationships and trends of the progress and results of the pedagogical process.

This type of pedagogical analysis allows the school director to focus on studying and determining the characteristics of the manifestation of some aspects of



the pedagogical process, and to determine their interaction with other aspects, components and the whole system.

A final analysis covers a larger time, space, or content area. It is held at the end of an academic quarter, half-year, academic year and is aimed at studying the main results and the necessary conditions for their achievement. The final analysis sets the course for all subsequent functions of the control cycle.

The substantive basis of the final analysis of the school's work during the academic year is the following directions: quality of teaching; implementation of educational programs and state standards; the quality of teachers' knowledge, skills and qualifications; level of education of schoolchildren; condition and quality of methodical work at school; effectiveness of work with parents and the public; state of health and sanitary-hygiene culture of schoolchildren; activities of the school council, pedagogical council, etc.

Goal setting and planning play an important role as a school management function. The process of managing any pedagogical system includes goal setting and planning (decision making). Setting goals and improving the planning of management work is connected with the need for continuous development and movement of the pedagogical system. Slavenin V.A. says that "the goal of management activity is the beginning that determines the general direction, content, forms and methods of work. When defining the "tree" of management goals, achieving the overall goal is achieved by identifying the individual goals that make up it. This understanding of goal setting allows us to move to comprehensive planning. Planning future activities, - V.S. As Lazarev wrote, "it means determining the goals, composition and structure of actions necessary to achieve them". [7]

In the practice of educational institutions, three main types of plans are developed: prospective, annual and current. The following requirements are imposed on them: expediency, perspective, complexity, objectivity.

Implementation of the planning function in a single management cycle increases the efficiency of school activities. To date, the main shortcoming of school planning is the lack of realistically achievable and scientifically based goals and specific tasks in the plans of many educational institutions, as well as the lack of orientation of management activities to final results.

The organizational function plays an important role in the management of an educational institution. Organization is a stage of management aimed at ensuring the selection of the best methods of performing planned and creative tasks, defining a set of actions that lead to the formation of relationships between parts of the whole: instructions, coordination, etc. The main thing for organizational activity is the question of how and with what actions the goals of the organization are realized. Therefore, organizational activity is considered as a stage of implementation of management, as an executive activity. The organizational activity of a person is, by its very nature, a practical activity based on quick use of psychological and pedagogical knowledge in certain situations.

The most important and starting point of the organization at the stage of implementation of system goals is the clear definition and distribution of functional obligations of all individuals and units that make up the system. In turn, the distribution of functional tasks includes taking into account the level of training of each member of the organization, assessing individual psychological characteristics from the point of view of their compliance with the specified



functional tasks. Issues of personnel training, selection, placement are the core of the organizational stage of management in any social system.

In the structure of the leader's organizational activity, the formation of confidence in the need to complete the task, ensuring the unity of the actions of teachers and student groups, direct assistance in the process of work, choosing the most optimal forms, and encouraging activities occupy the main place. The organizational activity of the leader includes the necessary action, such as evaluating the progress and results of certain work.

Control is one of the management controls, from the control of the actual parameters of the system to the application criteria (legislative norms), deviations from the service standards, software measurement, control. The unique function of control in the field of education is to pay attention to the personality of the teacher. If the teacher is young, it affects his professional development; if it is an experienced teacher - it can affect the professional status and prestige of the school in matters such as quality.

In the process of in-school control, methods such as study of school documents, observation, interview, oral and written control, questionnaire, study of advanced pedagogical experience, time accounting, study, diagnostic methods, i.e. methods that allow obtaining the necessary objective data can be used. The methods complement each other, if the director wants to know the real state of the work being done in the institution, it is advisable to use different methods of control instead of one method as much as possible.

Regulation is closely related to the control function of management. Adjustment or correction is the process of preventing and eliminating potential or actual deviations from established goals. Regulation and correction can be considered as operational

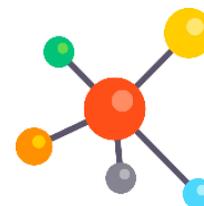
management of current conditions (deviations). In cases where the measures taken do not work, it is necessary to revise the goals, and this means the beginning of a new management cycle with the introduction of all the main stages of management technology.

CONCLUSION

In conclusion, based on the above-mentioned management functions of school principals, it should be said that the personality of the principal, his professional and moral qualities are the basis for successfully solving the tasks of uniting the team of pedagogues, teaching and educating new generations of citizens of the country. On the contrary, the negative aspects of the nature and style of the director's leadership activity can lead to a decrease in the effectiveness of the educational institution, and to the anxiety of professors and teachers.

REFERENCES

1. Турғунов С. Т. Умумий ўрта таълим муассасалари директорлари бошқарув фаолиятининг назарий асослари: Пед. ф.д. ...дисс. Тошкент, 2007. 363 б.
2. Турғунов С. Т. Умумий ўрта таълим муассасалари директорлари бошқарув фаолиятининг назарий асослари: Монография. Тошкент: Фан, 2006. 196 б.
3. Р.Х.Джурраев Р.Х., Турғунов С.Т., Ахмедова Н.Қ. ТАЪЛИМ БОШҚАРУВИ (назария ва амалиёт масалалари) Тошкент 2013. 144 б.
4. Конаржевский Ю.А. Внутришкольный менеджмент. М.: Новая школа, 1992- 135 с.
5. Конаржевский Ю.А. Педагогический анализ учебно-воспитательного процесса и управления школой М.: Педагогика, 1986 - 144 с.



6. Лазарев В.С., Поташник М.М. Управление развитием школы. М., 1995. 441 с.
7. Лазарев В.С. Системное развитие школы. М., 2002.
8. Моисеев А. М. Качества управления школой: каким оно должна быть. М., 2001. 160 с.

