

PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE PROPER ORGANIZATION OF THE MANAGEMENT PROCESS IN EDUCATIONAL INSTITUTIONS.

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Abstract: For many years, professional educational institutions in our country have been engaged in the standard training of standard specialists. This system leveled the personality, trained performers, but not the transformative organizers. In pedagogical science and practice, there is an increasing desire to comprehend the holistic pedagogical process from the perspective of management science to give it a strict scientifically grounded character. Management problems have always been the subject of numerous philosophical, sociological, psychological and pedagogical studies.

Key words: pedagogy, management, aspects of pedagogy , fundamentals of management in educational institutions.

Management generally refers to activities aimed at making decisions, organizing, controlling, regulating the object of management in accordance with a given goal, analyzing and summarizing results based on reliable information. Sociologists define management as a purposeful, planned and consciously organized process that contributes to achieving maximum effect with minimal resources, effort and time. In the context of ongoing transformations, the nature of the process of managing education, upbringing and personal development began to focus on the final results, which implies a search for ways to update the principles, methods, and content of management. There are shortcomings or unrealized opportunities in the practice of managing educational institutions: - the control system has not always been adequate to the control object; - the development of the management system often lags behind the development of the educational institution; - motivational management is often replaced by administrative management, etc. Today, education management is based on new principles: not to limit, but to direct, not to prohibit, but to help, not to command, but to lead. Therefore, today it is very important that all managers are well aware that everything that an educational institution itself can solve, it must solve. Management of the development of a new system can be effective only when the use of modern educational technologies, innovative teaching and learning methods, the formation of appropriate organizational structures and forms, the development

of new economic mechanisms for its financing, and the development of organizational forms cannot be solved in isolation.

The heads of educational institutions are entrusted with a very delicate function: to practically coordinate, link into a single whole the real contradictory forms of manifestation of the interests of the state, the teaching staff, individual employees, including their own personal ones, as well as to be able to implement the ideas and findings of creatively working teachers, innovators and scientists in educational activities.

Trends in the management of the development of the new educational system are determined, firstly, by the place that education occupies in social development, namely, by the fact that education is turning into one of the most extensive and important spheres of human activity, which is closely intertwined with all other spheres of public life: economics, politics, spheres of material production, so is the spiritual life. Secondly, the features of the management of the modern education system are fundamentally determined by the state in which the education sector has been in recent decades, namely the state of exponential expansion, accompanied by acute crisis phenomena and the search for ways out of the crisis. These searches are both theoretical and practical in nature, and in their course the main features of the new educational system are manifested. These characteristics of the new education system also significantly affect the features of education management in the modern world.

The most important trend in education management in modern conditions is that the problems of education should be solved not only at the level of the educational system itself. Solving these problems becomes a component of the national system. That is, education management should be carried out not only by specialized educational ministries, but also be a component of large government programs covering all spheres of public life.

Good management is the ability to look into the future based on the ability to systematically analyze problems, introduce perspectives, develop a development strategy, predict results, and anticipate consequences.

In pedagogical science and practice, there is an increasing desire to comprehend the holistic pedagogical process from the standpoint of management science, to give it a strict scientifically grounded character. It is true that many domestic and foreign researchers claim that management is real and necessary not only in the field of technical and production processes, but also in the field of complex social systems, including pedagogical ones. The word "pedagogy" in Greek means "child guidance", "child care" or management.

In the management literature, the term "management" is considered from three positions. According to the first position, "... management is defined as an activity. So, at one time, A. Fayol considered the management process as an activity to achieve the

goals of the organization. Similarly, the definition of the concept of "School management" is given, but it fixes the signs of this specific activity: functional composition (planning, organization, control and management), purpose (organization of joint activities of participants in the educational process and its focus on achieving educational goals and school development goals) and subjects of activity. According to the second position, management is considered as the "impact" of one system on another, one person on another or on a group. For proponents of this position, management is the purposeful influence of a subject on an object and the change of the latter as a result of exposure or the process of purposeful influences on another subject, also leading to a change in the latter. With this approach to management, its "subject-subject nature" is poorly taken into account, since activity is recognized only for the manager, and the managed in this case is perceived as a passive performer strictly following the imposed norm.

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