



FURTHER IMPROVEMENT OF MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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Annotation:

In this article, we will further improve the management of educational institutions, establish effective mechanisms for managing the education system, and the activities of state-of-the-art general secondary schools about practical coordination.

Keywords: educational institutions, management management, educational process, educational component.

Introduction

Establishing effective mechanisms for managing the education system is considered the foremost condition for moving the growing generation to a new phase of moral, moral, and intellectual well-being in the educational process, as well as in the application of innovative forms and methods of education.

At the same time, a critical analysis of the state of affairs in these areas is based on the management of the public education system, the activities of state general secondary schools, A number of issues and shortcomings have been identified in financing activities related to coordination and improving their material and technological well-being.

The educational institution's curriculum includes compulsory academic subjects and the school component that the educational institution itself determines. The content of the school curriculum is governed by the curriculum. The educational institution has the right to make a collective decision on the implementation of specialized education and the meeting of students' educational needs on the basis of a thorough study of individual subjects. This starts adding to the training courses, the allocation of time to study subjects. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. they learn in advance.

The curriculum of the educational institution is filled with curricula, for which programs are presented in the form of the essential essence of knowledge today and the requirements for the level of knowledge of students will be done. Therefore, at this level, the level of specification of the first, because it is filled with the unique nature of the course in programs, textbooks.

To determine the content of teaching management, it is necessary to determine the initial unit of analysis of the management process, which combines all aspects of management. Such a unit is called a management position. From a pedagogical point of view, it can be called an educational and pedagogical situation.

The educational situation unites a set of conditions under which a teacher and a student teacher actively participate as subjects of academic activities. This set of conditions and conditions constitutes a real environment in which to ensure that a student moves from primary status to new quality decisions about it will be made.



Discussion:

The type of management of a schoolteacher's education is software and situational, depending on the algorithmic nature of performing management efforts, and management efforts are commanded and can be reflexive. There is an intermediate existence between these polar species. Such a division of types of education management is, of course, of an official nature.

However, their isolation makes it possible to correctly choose management actions based on the educational well-being, the level of subjectivity of the student in reading. At the same time, there is only a correlation and interrelationship of the types of schoolteacher teaching management

Conclusion:

Instead, it is important to use a full management cycle to manage the teaching process: obtain information based on its results, analyze it, identify problems and develop goals for further improvement of the learning process, plan to achieve them, implement a plan to organize themselves and students, monitor results. With the help of analysis, both the process itself and its management should be regulated.

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