

## Educational System Management Methods

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**Abstract:** This article discusses the basic methods of educational system management, their types and areas of application. Traditional and modern management methods, elements such as decision-making, planning, control and motivation are analyzed. The topic contributes to the effective organization of the activities of educational institutions and the improvement of management processes.

**Keywords:** Management, Criteria, Strategy, Forecasting, Development, System, Technology, Culture, Technology, Adaptability, Human Resources, Innovative Activity.



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In the theory of education management, its specificity is classified according to certain criteria and is manifested in different approaches to management. These approaches define the essence of the management process and can serve as the subject of analysis in the historical-pedagogical study of its evolution, as well as perform the function of qualifying the leading paradigm of such management. Undoubtedly, each of them has brought certain benefits at a particular historical stage in the process of shaping management. An analysis of works in the field of strategic management made it possible to reveal the essence and specific features of such management, to identify the main characteristics of the concept of "strategy," and its connection with the concepts of "development" and "forecasting."

In education, the concepts of "strategy" and "strategic management" were introduced to distinguish between operational management and management proper, where the main focus is on external factors. However, different authors place emphasis differently in defining this essence. Thus, G. Mintzberg, J. Quinn, and S. Ghoshal consider strategic management as "a process of identifying and establishing a relationship between the system and its environment, consisting of the implementation of chosen goals and attempts to achieve any desired state of relations." This allows effective interaction with the environment through the allocation of resources. Strategic management has its own peculiarities in the education system, which are characterized as follows:

- **The education sector has always been one of the most innovative sectors**, and therefore it largely determines efficiency. Innovative activity is carried out in other fields as well.
- **The education system is an open, flexible, individualized, and creative system of knowledge**, a global system of lifelong learning. It reflects the unity of production innovations in education (teaching and learning technologies, methods, and approaches) and

management innovations (new economic mechanisms in education, new organizational structures, and institutional forms).

- **The management of educational development** presupposes the organization of a system of influences that ensures the necessary tendencies, anticipates and eliminates possible crises and contradictions, and guarantees the integrity of the system through the introduction of technological, pedagogical, and organizational innovations.
- **Strategic management of the education system is of an innovative nature** and includes the management of strategic risks, including those associated with political events, unexpected state laws and regulations, mismatches between social demands for education and its real resources. The use of a strategic paradigm in studying the development of education management, in our opinion, makes it possible not only to identify the leading trends of this development but also to select the most significant ones.

By “tasks,” we mean the conditions of the model of the future result (goal), the means of achieving the result, the methods of using resources, the conditions for carrying out activities, and the criteria for evaluating the future result. The implementation of the strategy solves two interrelated tasks:

1. Strategy is a means of changing the institution’s relations with partners and competitors, as a result of which the educational institution acquires competitive advantages.
2. The management of the education system involves internal changes (material and technical resources, methodological support of institutions, changes in organizational structure, and professional development of its leaders and staff).

This allows for adequate responses to external changes, adaptation to them, and using them to achieve one’s goals. When developing a strategy, it is necessary to take into account the multi-level nature of the institution’s activities.

When developing a strategy, the conditions surrounding the education system are analyzed: the possibilities and trends of budgetary and commercial demand for the services of the education system and educational institutions; opportunities for integration with other educational systems and institutions; possibilities for vertical integration of education with external developers, clients, intermediaries, and consumers of services. The development of a strategy is based on a number of principles that allow for more precise determination of ways to achieve strategic goals:

- ✓ **Gradual growth theory** — the step-by-step adaptation of the education system to external conditions.
- ✓ **Flexible approach** — operational changes and planning measures depending on the current situation.
- ✓ **Creativity** — emphasis on foresight in solving current and future problems.

Each component of education reflects a particular aspect of this relationship, having a specific purpose. For example, the quality of education, as a structural-content part of the system, is determined by the directions associated with the target guidelines and values of the state, society, and the individual (social order), the level of development of science, technology, culture, and technology, as well as the provision of the system with personnel and resources.

In the study of a social system, the principle of “everything consists of parts” is acceptable. The division of a complex system into structural elements is the most accurate method of researching social phenomena and processes. The use of systemic-structural analysis implies the following:

1. Considering the quality of education as an integral issue formed by interrelated components. Therefore, the quality of education is analyzed as a holistic system combining a number of interconnected components in a certain hierarchy.
2. In studying the quality of education, the main attention is paid to the interaction of components with each other and with the environment. It is necessary to determine the functional hierarchy of the components of educational quality and their subordination. Only on the basis of such interaction can higher-level components ensure the formation of improved educational quality. The study of the interaction of educational quality with external factors makes it possible to identify the conditions that influence it and to comprehensively reveal the significance of the reflected phenomena.
3. Considering the quality of education as a dynamic state. It constantly changes both in form and content, depending on the expected, targeted, and actual results. Identifying the causes of these changes makes it possible to manage the process of improving educational quality effectively. The study of the main characteristics of educational quality and the conditions influencing it allows drawing conclusions about development prospects.

In conclusion, we can say that the methods of managing the education system are a set of approaches and techniques aimed at effectively organizing, developing, and monitoring the educational process. Today, methods of management based on democracy, science, innovation, and information-communication technologies are of particular importance in the field of education. Among the methods, administrative, economic, and socio-psychological approaches stand out. Each method performs its specific function: administrative methods ensure discipline and compliance, economic methods achieve efficiency through material incentives, and socio-psychological methods help create a healthy environment in the team and increase motivation. At the same time, modern management is increasingly focusing on strategic planning, monitoring and evaluation systems, problem-oriented approaches, and the use of digital technologies. This makes it possible to improve the quality of education, increase efficiency, and adapt to global educational requirements. In general, by correctly selecting and comprehensively applying methods of managing the education system, it is possible to form a high-quality, competitive, and sustainable educational system.

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