

# MODERN APPROACHES TO THE MANAGEMENT OF THE QUALITY OF EDUCATIONAL SERVICES IN HIGHER EDUCATIONAL INSTITUTIONS AND THE SYSTEM OF USE OF PEDAGOGICAL TECHNOLOGIES

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**ABSTRACT** – Arrangement of management activity in educating institution is the most actual to education and training quality growth. There is provided theoretical visions of researchers and payed attention to effective management factors in the article. As well there are disclosed notions for efficiency of management activity.

**Key words**-- educational institution, management process, efficiency, model, psychological environment, management decisions, organization.

## I. INTRODUCTION

Management is not just a production process. Perhaps it is very important to organize the management in the social sphere, as well as in the education system. At present, the movement of a scientific approach to the management of a single pedagogical process is growing. This is very important for the formation of personnel with high intellectual potential. Management is the organizational, planned, systematic influence on a particular object. Management of pedagogical activity of an educational institution is a management activity carried out in order to plan, organize, encourage, control and analyze the results of the pedagogical process, depending on the nature of the educational institution.

Today, the science of pedagogy is gaining new insights into the management of educational institutions, the essence of which is deeper than ever. For example, the concepts of "interaction", "cooperation", "reflexive management" are used instead of "influence".

The theory of educational management has been enriched by the theory of educational management. Management theory is characterized by trust in employees, the creation of conditions for their productive work and mutual respect.

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## **II. LITERATURE REVIEW**

The concept of efficiency has been the subject of much debate and debate in the management sciences. This is because efficiency in different areas is determined by the specifics of the industry. However, because education is a socially relevant system, there are different approaches to evaluating outcomes with specific indicators. Theoretical views on the effectiveness of management of the educational process Professor of the University of Mumbai S.Hedekar, Russian researchers O.Khomeriki, V.S.Lazarev, V.I.Zvereva, P.I.Tretyakov, A.S.Krasikov, Hungarian Sciences Dr. G. Kertesi of the Academy, Bradley S. Portin, S. Feldman, and S.S. Claps are illustrated in works.

## **III. ANALYSIS**

Different researchers interpret the management process of an educational institution differently. For example, S. Xedekar noted that the management process in an educational institution is the process of planning, organizing, managing and controlling the activities of an educational institution using human and material resources in order to achieve educational goals. In other words, S. Xedekar meant that the management process of an educational institution depends on human and labor resources and the form of management. However, unlike S. Hedekar, O. Homeriki recognizes that the objects influencing the management of educational institutions are related to the content and form of management, and develops a multidimensional conceptual model that fully reflects the management process in education. This model shows that the content of management activities is divided into three areas: administrative and financial activities, training and experimental work, staffing and strengthening the psychological environment of the team.

The first direction provides for the administrative and financial activities of the educational institution, the second - to improve the skills of teachers, the third - to improve the general and pedagogical culture of teachers, the selection and evaluation of teachers, and the fourth - to create optimal socio-psychological conditions in the community.

As in general management, the heads of educational institutions use the following seven forms of management in their activities:

- goal setting,
- data collection and processing,
- management decisions,
- planning,
- organization,
- stay in control,
- analysis.

In the process of performing the tasks assigned to him, the head of the educational institution has a direct impact on the following three types of objects: participants in the educational process (deputies, teachers, students, technical staff, parents, sponsors, etc.), processes (educational, pedagogical), material, technical means. The high performance of the 3 dimensions in the model shows how effectively the management activities in the educational institution are organized. Therefore, Homeriki evaluates the effectiveness of management in education as a variety

of indicators that have both quantitative and qualitative characteristics between the object of management, the content of management activities and the form of management.

As noted, the concept of efficiency has been the subject of much debate and debate in the management sciences. The reason is that in different industries, efficiency is determined by the specific performance of the industry. However, because the education system is a social system, it is not possible to evaluate all outcomes with thematic indicators. Many researchers refer to the concept of 'productivity' when defining the concept of efficiency.

In this regard, Uzbek researchers Sh. Kurbanov and E. Seytkhalilov expressed the following views: "Productivity is a feature of activity that reflects the usefulness of the results obtained over time and the cost associated with it." Also, according to these researchers, the higher results of one educational institution than another educational institution do not always indicate that the quality of management in this educational institution is higher. For example, if an educational institution has a rich material base and can pay teachers higher salaries than other educational institutions at the expense of additional sources of funding, this educational institution can ensure a higher quality of education than an ordinary educational institution deprived of all these benefits. But the question is to what extent each educational institution uses the opportunities available to it.

The same views can be observed in the research of the Russian researcher V.S. Lazarev. In his view, management efficiency reflects the relationship between achieved and available productivity. Productivity shows a positive relationship between results over a period of time and the costs associated with them.

According to V.I. Zvereva and P.I. Tretyakov, the effectiveness of the management of the educational institution is an indicator of the achievement of the goals of management, that is, the creation of conditions in the educational institution that develop the personality of each student. There are different approaches and different methodologies for assessing the effectiveness of the management of educational institutions. That is, educational institutions can evaluate the effectiveness of management through various indicators. On the one hand, the evaluation of the effectiveness of the management of educational institutions can be done only with the indicators of management, that is, planning, organization, control, regulation, relatively low cost for the provision of administrative staff, and so on. On the other hand, the effectiveness of management depends on the dynamics of change of pedagogical processes in the educational institution, the effectiveness of resources, the level of impact of the reforms on each person.

Scientists have conducted various studies in this regard. In particular, Gabor Kertesi, Ph.D., of the Hungarian Academy of Sciences, in his article "Taxation, Analysis and Evaluation of Educational Institutions: The Case of Schools", said that in order to assess the effectiveness of an educational institution's management, The social income and expenditure of the educational institution should also be taken into account.

Here, it refers to 3 components as social income:

- labor (e.g., pedagogical staff),
- goods and services (training materials and electricity consumption),
- capital services (e.g., services provided to buildings and facilities).

The solution is the level of formation of learners as active members of society and the acquisition of knowledge and skills that can effectively contribute to the development of the state. A.S. Krasikov says that the assessment of the labor efficiency of the head of the educational institution is just one of the tools used by higher authorities to ensure the achievement of high performance of the subordinate organization. He also emphasizes

that in order to assess the effectiveness of the management of educational institutions, the leaders of higher education institutions should determine the level of results in accordance with the established requirements.

Based on the above definitions and approaches, an assessment of the effectiveness of the management of educational institutions is the use of available resources (material, human) and tools, the formation of students as members of society and the knowledge and skills that can contribute to the development of the state. We can conclude that it is a tool for studying what they have mastered.

#### **IV. DISCUSSION**

Scholars also point out that education management has a number of unique characteristics. Among them, the following features are key:

- education management has a moral dimension, defined by the word "expediency";
- education management is a science and an art (because the interaction between people plays an important role in this);
- mutual dialectical unity of interests of the individual, the state and society, reflected in the content of management;
- active public participation in education management.

From the above it is clear that now the education system is moving from state to public administration. The purpose of public administration is to address pressing issues of educational institutions in the state and public partnership, to expand the rights and freedoms of teachers, students and parents in choosing educational programs, types, educational institutions.

Principles and objectives of educational management. As with any activity, management performs its functions based on a number of principles. The pedagogical literature emphasizes the definition of the principles that serve as the basis for the management of the education system based on the tasks performed by them (planning, organization and control). Here we try to define each principle of management of an educational institution separately. The main principles of management in the theory and history of educational institution management are:

- Democratization and humanization of the management of the pedagogical system;
- Systematic and unified management;
- Rational combination of centralized and decentralized management;
- Unity of public administration with individual government;
- Objectivity and completeness of information in the management of the education system Democratization and humanization of the management of the pedagogical system.

Recruitment of pedagogical staff on a competitive and contractual basis, open discussion of decisions, open and understandable introduction of information to all, regular reporting of the administration to the public of the educational institution, training of teachers and students, allowing them to express their views on life means that democratic ideas take precedence in the educational institution. In the management of the education system to treat the individual with special respect, trust in him, to achieve the level of subject-subject attitude in pedagogical activity, to protect the rights and interests of students and teachers, to show their talents and professionalism.

creating the conditions for the free expression of their skills implies the essence of governance based on the principle of humanity.

**Systematic and unified management.** Based on a systematic approach to the management of the educational institution, the leader has a clear idea of the educational institution as a whole and its characteristics. The first feature of the system is its uniqueness and the fact that it can be divided into parts, components. The second sign indicates the presence of the internal structure of the system. The third sign is that the system can be integrated. Although each component of the system has its own quality, the interaction creates a new quality of integration of the system. The fourth sign is that educational institutions are closely linked to the external environment. Because educational institutions adapt to the external environment, rebuild this educational process and subjugate the external environment to achieve their goals. Systematic and unified management ensures interaction and communication between the leader and the teaching staff, preventing one-sided management.

**Rational combination of centralized and decentralized management.** When there is more centralization of governance, of course, there is more administrative governance. This situation leads to disregard for the needs, requirements and desires of teachers and students, unnecessary work and time of leaders and teachers. Also, if too much attention is paid to decentralization, the pedagogical system will slow down. The combination of centralization and decentralization in the management of the educational institution focuses the activities of the heads of administrative and public administration in the public interest and creates conditions for decision-making at the level of professionalism. The principle of unity of individual government and public administration is aimed at preventing monopoly in the management of the pedagogical process. In management activities, it is important to draw reasonable conclusions based on students' experience and knowledge, comparing different perspectives. Collaborative decision-making does not eliminate the responsibility of each team member. In turn, there are specific aspects of autocracy. Sovereignty provides discipline, authority, and adherence to the pedagogical process.

## **V.CONCLUSION**

In short, while a collegial approach to decision-making is acceptable, it is preferable to be subject to autonomy in enforcing the decision.

The state-public nature of the management of the education system facilitates the implementation of this principle. The effectiveness of education management also depends on how accurate and complete the information is. If the information is accurate, complete, or excessive, it can lead to confusion in decision-making.

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