



CURRENT STATE OF PURPOSE MANAGEMENT OF NON-GOVERNMENT EDUCATIONAL INSTITUTIONS

Firdavs Navro'zov

Independent Researcher of Bukhara State University

Abstract:

In the article, formal and informal groups and leaders differ from each other according to their characteristics, directions of activity and abilities, for example, one is a working leader because he clearly understands the goals of work or study activities in the team, and the other is responsible for making decisions and taking responsibility. an intellectual leader who teaches everyone how to do things while performing tasks, another one is an emotional leader who raises people's moods in different situations, has the ability to support them spiritually, and another one is interested in sports, an opinion statement about being a leader in a certain direction of sports done _

Keywords: leader, group, management method, professional activity , pedagogue, n public education schools .

Introduction

Voluntary team has a goal representing common interests, and all individuals have natural activity and ability to achieve this goal, but if their activities are not managed effectively, if they are not coordinated in time, various informal groups and leaders who have a negative impact on the development of the institution may appear in the team. For this , it is necessary for the leaders to constantly monitor the activities of their employees, to evaluate them fairly, and to organize the activities of the institution in cooperation, to eliminate existing problems and conflicts in a timely manner, and to create sufficient conditions for the effective functioning of pedagogical employees .

In the process of management, the leader uses specific approaches and methods to solve this or that issue, according to the existing situation, this set of methods represents leadership styles. Leadership style has a certain interaction with management methods. The management method also consists of a set of methods and ways of implementing management activities, effective and purposeful influence on the management system, that is, a mechanism for implementing management functions.





The main part. A.T. Tokhtabo defines leadership style as the characteristic aspects of behavior, guidance and individual actions used by the leader in the process of administrative management, and in his opinion, different styles defined by the leader's personality can be formed based on the following factors : based on the leader's passion for work; based on the leader's concern for people. [1 , pp. 78-90].

In recent times, more attention is being paid to the "human factor" in the management of various systems. It should be noted that leadership styles in management are determined not only by the development of the organization, but also by many other factors, among which the following can be highlighted:

1. Type and characteristics of the managed organization. For example, military, educational, industrial and scientific research teams require different leadership styles. A technique that is effective in a scientific research community may be ineffective in a military community, and vice versa.
2. Tasks, tasks that the organization needs to perform quickly and without queues, require frequent changes of leadership styles, which are different from regular, sequential tasks.
3. Task performance conditions, i.e. favorable, unfavorable, and difficult conditions for performing the tasks facing the organization, determine the importance of appropriate leadership styles.
4. The means and methods of activity (individual, pair or group) also determine leadership styles [2].

In various studies, the importance of the formation of management activity styles of the leader and the interrelationship of the psychological characteristics of his personality have been determined [3 ; 168]. An important interrelationship between the importance of forming an individual style of management activity and the importance of gender, age, individual professional biography, competence in the direction of management activity, deeply defined individual-psychological characteristics of managers has been determined.

Leadership styles and its essence are considered as a system consisting of all the methods and tactics and strategies of action that the leader knows and is based on in his management activities. In this, on the one hand, the relationship between strategies and the content of management activities, the leader's life strategy, and on the other hand, this system itself, actions of various importance in the environment of human activity, as well as professional activities, are of great importance in the development of the subject of management and his formation as a professional specialist.





The formation of management activity styles is based to a certain extent on the leader's living and working conditions (socio-economic conditions in the country, environment of management activities, etc.) and develops his individual styles, influencing the management subject's actions through the system.

Personal characteristics of the leader, his education, professional qualifications, age, and health are of great importance in the formation of effective management methods. There are important interrelationships in this:

- the relationship between the methodological features of management activity and the components of the concepts that form the basis of the manager's management activity, the model of his management activity, the personal characteristics of employees, effective management models;
- interrelation of the model of effective management activity with the leaders' understanding of the goals and tasks of management and the environment influencing the change of management activity situations;
- the connection between the individual-psychological characteristics of the leader and the model of management activity, defining management situations, and the management methods implemented by the leader.

In general, the management style is a complex system covering many levels of foundations. The change of leadership styles in modern rapidly changing conditions is determined by changes in socio-economic conditions in society, as well as changes in personal characteristics of the leader depending on age, professional management skills and qualifications, social situation of personal development, family status, education and other reasons. . In this case, the leader's unique understanding of the purpose, content, and nature of management activities is reflected in his relationship with the goals and objectives of the institution.

Styles are the most necessary and basic element of management activity and depend on the individual characteristics of the leader, but none of the listed styles can claim universality and application in arbitrary conditions. Therefore, one of the important qualities of a leader is the ability to use different methods, the ability to apply them based on different situations and circumstances. It is necessary for leaders to take into account a number of identified factors when choosing one or another method, to improve the activities of the educational institution, to use leadership methods rationally in motivating employees and to coordinate their activities, and to be able to use innovative methods of management.

The innovative leadership style involves developing the activities of non-state educational institutions, coordinating the activities of employees, and creating personal interests of employees in the result of the innovative process in order to





achieve the intended goals based on the implementation of innovations in the educational process.

According to the studies in the direction of the studied problem, the limited knowledge of managers about the objects of management, the understanding of the content and essence of innovative processes means that the management system cannot meet the needs of specialized management, and this, in turn, reduces the efficiency of innovative activities and the quality of training of school graduates, that is, the competitive system of training graduates. proves to have an effect.

In modern schools today, it is necessary for a teacher to be in constant search for innovation, to think, to change his psychological attitudes, and also to act on the basis of the formation of innovative ideas in others. Working with such pedagogues, that is, managing employees who can lead the team and organizing their activities, has its own characteristics.

Therefore, it is necessary for the director of the educational institution to have the necessary knowledge, skills and abilities to create innovations and implement them, effectively use the potential of inventors, promote and publicize their experience, and evaluate the results of their innovative activities, especially at the level of the school and pedagogical team.

An important task of management is to effectively maintain theoretical and practical consistency in the leader's activities, to support their unity and interaction. Possession of certain abilities of management subjects helps to achieve a positive result.

The process of goal formation is characterized by the needs of human activity. The basis of the activity aimed at estimating the goal is the social and value needs, spiritual interests of the person. One of the important areas of development of a personal approach is the formation of spiritual interests of students, the formation and development of their social and valuable needs.

A person is formed in society, on the basis of its influence and direct participation. Social and individual interests, vital needs, as well as their contradictions should be harmonious. This situation shows that the leader's activity is manifested in the form of predicting the goal, taking into account the content of the relationship between teachers, students and their parents and the influence of the social environment.

Heads of non-state educational schools were given a task to record the main goals and tasks facing the modern educational system (educational institution). The answers given by 47 respondents were grouped into the following four groups:

1) a large number of leaders believe that the purpose of management of non-state educational schools is to focus on education and formation of a person (14 respondents - 29.7 percent);





- 2) the second group recognized education of students as a priority (13 respondents - 27.7 percent);
- 3) in the opinion of the next group, the primary goal in the activities of non-state educational schools is to educate and develop the student (13 respondents - 27.7 percent);
- 4) a small number of the last group of leaders connects the target direction of the educational institution with the measures of education, development and upbringing of students (7 respondents - 14.9 percent).

These data confirm that the leaders do not have the same understanding of the purpose of the educational institution, and there are different opinions. According to the author of the study, this situation largely reflects the personal approach of the heads of non-governmental educational schools, as well as the connection with certain social goals. In order to make sure, compare and reconfirm the stability of the cases noted by the leaders, a questionnaire survey was also organized among the teachers of history, foreign language and mathematics. The results are presented in Table 1.

Table 1 The purpose of the activity of non-state educational schools determined by teachers of various subjects

| No | Category of teachers Answer options | Special subjects of teachers | | | | | | Total | |
|-------|--|------------------------------|---------|---------|------------|-------------|------------|-------|---------|
| | | Foreign language | | History | | Mathematics | | | |
| | | Nafar | Percent | Nafar | percentage | Nafar | percentage | Nafar | Percent |
| 1. | Personality education and its formation | 22 | 41.5 | 20 | 55.5 | 6 | 26.1 | 48 | 42.9 |
| 2. | Teaching students | 15 | 28.3 | 9 | 25 | 9 | 39.1 | 33 | 29.5 |
| 3. | Personal education and development | 9 | 17 | 0 | 0 | 4 | 17.4 | 13 | 11.6 |
| 4. | Pupil education | 6 | 11.3 | 4 | 11.1 | 0 | 0 | 10 | 8.9 |
| 5. | Personal education, upbringing and its development | 1 | 1.9 | 3 | 8.3 | 4 | 17.4 | 8 | 7.1 |
| Total | | 53 | 100 | 36 | 100 | 23 | 100 | 112 | 100 |

The purpose of the research was to further clarify the views about the person given as a pedagogical goal. The material and information basis of the process was formed by the answers of the heads and teachers of the educational institution and the historical and pedagogical researches carried out in the field.



Although the schedule data is not presented as a strictly scientific view, it is of particular importance in proving the pedagogical arguments, and provides information about social needs that are compatible with modern views of the individual. The compatibility between the opinions of leaders and teachers is explained by the existence of a certain social order.

While conducting the research, it was concluded that, firstly, the commonality and specificity of pedagogical goals in their unity and differences, as well as interaction form the basis of a systematic approach to management, therefore it is important to pay attention to the process of construction and reconstruction of goals in the leader's activity; secondly, the general and private (individual) relationship in the purpose estimation activity requires clarification taking into account the specific characteristics of the institution.

When building a goal, it implies the process of its logical description and content creation, the arrangement and relationship of content parts in a common goal. The opposite process to goal construction (composition) is the reconstruction (decomposition) of a slightly changed object state or subject's reasoning. However, in the process of reconstruction, the violation of the integrity of the target is not taken into account, all parts of the whole must be able to show a hierarchical structural structure. The processes of construction and reconstruction are prominent in the goal-setting activities of the educational institution manager. Their main weapons are induction and deduction.

Induction - coming to a general conclusion based on separate, private events reflected in the mind; is considered a logical method based on the creation of generalizing arguments from individual arguments.

The induction method has a special place in the estimation of the goal and in the system of other management methods. During the experiment, the heads of private educational schools also could not justify which of the methods of induction or deduction is considered the main one in their activity of estimating the goal. Only a small number of respondents achieved this. One of the respondents expressed the following opinion in this regard: "Leaders analyze the performance indicators of students of different classes in subjects, and while hiding the reasons for low performance, they set the goal of the activities of non-state educational schools as "Improving the quality of students' knowledge".

Another respondent expressed the goal of education in a slightly different way: "Although the goal is reflected in the internal control of non-state educational schools as the status of teaching individual subjects, after the control analysis, a general goal is determined again" ; another answer expressed the goal more clearly: "The level of





knowledge of students in chemistry and biology at school has decreased. Based on this conclusion, the head of the school, who has determined the reasons for this, should define the goal as follows: "To help the teacher to restore the relationship with the students of the class." In this case, in my opinion, the pedagogical goal is correctly and clearly expressed.

Deduction is a logical method based on the formation of specific views from the general state reflected in the mind to the specific one. Its essence means the use of common goals in research to express specific views. Respondents had some difficulty in demonstrating the importance of using the deductive method in goal setting. According to one of them, the use of the deduction method in a private case is the clarification of general goals in the organization of events, and the process that reflects their achievement is the planning of the work of an educational institution.

Some respondents mentioned that both methods are related to analysis (analysis) and synthesis methods. This communication is expressed by analyzing the results of the academic year, determining the goals for the next year, preparing the annual plan of the educational institution and implementing it.

Another group of respondents tried to express pedagogical goals and their types as a whole. However, since the research did not set itself the goal of studying each of them, it was not discussed in the work. The following tasks were defined here: 1) to reveal the nature of their interactions and actions by showing a series of goals and their types; 2) clarification of the task of intermediate goals in the process of estimating the goal and realizing the goal; 3) to determine the factors of the secondary structural structure that allow the successful setting and implementation of the goal.

Continuity, stages, and their types (initial, intermediate, final goals) were determined in the performance of the specified tasks. The primary goal was defined as the initial basis of pedagogical activity, the result of the estimation of the goal. A daily goal was recognized as the result of the goal's implementation. The intermediate goal was considered as the process of transition from initial, general goals to private, specific goals.

The wrong views of the heads of non-state educational schools about priority goals are explained not only by their inability to formulate content, but also by their difficulties in defining all kinds of goals and tasks.

As mentioned above, according to the type of goals, they are divided into initial, intermediate and final goals. The initial goal is an image of the activity expected to be implemented, an ideal situation that can be imagined by the mind, which consists of the unity and individuality of analysis (analysis) and synthesis, imagination and



thinking formed with the help of modeling, prediction. An example of an initial goal is the analysis of the results of the academic year.

The nature of the factors affecting the realization of the goal is different, and they are one of the important elements of the initial activity. Factors play an important role in the leader's activities aimed at predicting the goal, while influencing the realization of the goal.

Relying on the two symbols that form the basis of the classification of factors, their order can be expressed as follows:

- according to the direction of action (experimental and revolutionary, constructive and reconstructive, creative and destructive, external and internal, strong and weak, temporary and permanent, positive and negative);
- on the level of management and their influence by the leader (objective and subjective, environmental factors and causal factors, risk and uncertainty, permissibility and limitation, accidental and necessary, considered and unaccounted for, planned and unplanned).

The problem of the duration of the goal was also analyzed during the research. Cause-effect relations guide the systematic approach when the relationship of factors and the continuity of their purpose are ensured. In the process of goal realization, the interaction of one factor with another factor is natural, and although they express the duration of the goal in several assumptions, the result is the same. Estimating the duration of the goal in the process of estimating the goal is a complex view of the activity performed by the manager in a reliable environment. The factor of risk and uncertainty is constantly present in all activities of management subjects. Based on the result, the effect of one or another factor can be further determined.

In our view, the duration of purpose can be: direct and indirect, direct and indirect, inevitable and accidental, positive and negative, and others.

One of the American scientists puts forward the opinion that "there is no need to spend more effort than yesterday to achieve tomorrow's goals." That is, "an effective way to prepare for tomorrow is to focus all efforts and abilities on quality execution of today's plans" [4]. The goal set based on today's situation does not always justify itself in solving future problems.

Successful implementation of current goals gives the leader responsibility for eliminating its negative consequences in the future. The achieved result creates negative consequences that can be foreseen, warned and eliminated as both considered and accidental factors in the future interaction.





All factors appear together in the achievement of the goal. Therefore, the factors interacting with each other are reflected not only in the final goal, but also in the process of activity that leads to the change of intermediate goals.

As a result of the goals, not only the factors, but also the specific content of each factor is revealed. In emergency situations, suddenly formed goals become especially important. Time is a crucial factor in the occurrence of the effects of estimated and uncertainty factors. In such situations, it is necessary to eliminate public tension and prevent disciplinary violations (for example, leaving classes in large numbers, leaving classes, conflicts between teachers and students and their parents, etc.)

Summary

There is an opportunity to apply emergency measures to moderate the educational process. However, the measures taken will only be beneficial for a day or two, and then more stress will be noted. In this case, it is pedagogically correct to use a set of measures based on a wide-scale program, rather than using a specific measure.

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