

Functions That Improve The Activity Of Non-Government Educational Institutions

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Abstract: In the article, the opinion on the separation of four functions in management theory: planning, organization, motivation and control functions is presented. In such cases, a situational approach is used to determine the functional composition of management activities. As a result of the popularization of the situational approach in management, experts have distinguished other functions of management: goal setting, communication, and motivation.

Key words: management, pedagogical system, leader, function, t educational institution , spiritual and educational functions .

Enter. In order to better understand the management activity of the leader in the educational institution, it is appropriate to consider the functions and methods of management and to determine the structure of the leadership activity. Based on general theories of management and practical analysis, modern researchers believe that the following functions can be distinguished as management functions of the pedagogical system: planning, motivation, control; decision-making, enforcement of decisions, preliminary, current and final control; analysis, targeting and planning, organization and coordination; goal determination, pedagogical analysis, foresight (understanding), planning, implementation organization, control and evaluation.

The main part. The problem of control functions has been in the center of attention of researchers for some time. For example, SSGulomov said that the word "function" is Latin and means performance, task, activity, obligation, and management tasks are understood as the type of activity necessary to lead an object. Management tasks make up the management technology with its content. The meaning of the management function includes two elements: first, it defines what is being done in the system, and then, he argues, how to answer the question [1 , p. 107].

Henri Fayol, one of the founders of management theory, distinguished five functions of management at the beginning of the 20th century: planning, organization, command, coordination, and control.

A.T. Tokhtaboyev emphasizes that these functions are only administrative and distinguishes three groups of administrative management functions: general functions; socio-psychological functions; technological functions.

Common functions represent the content of the main stages of the management process. Successful management in all organizations involves the implementation of the following general functions: setting goals; strategic planning; to organize; regulation (coordination); encouragement; control (accounting and analysis).

The socio-psychological functions of management are connected with the nature of socio-economic relations in the community. They have two functions: delegation and motivation.

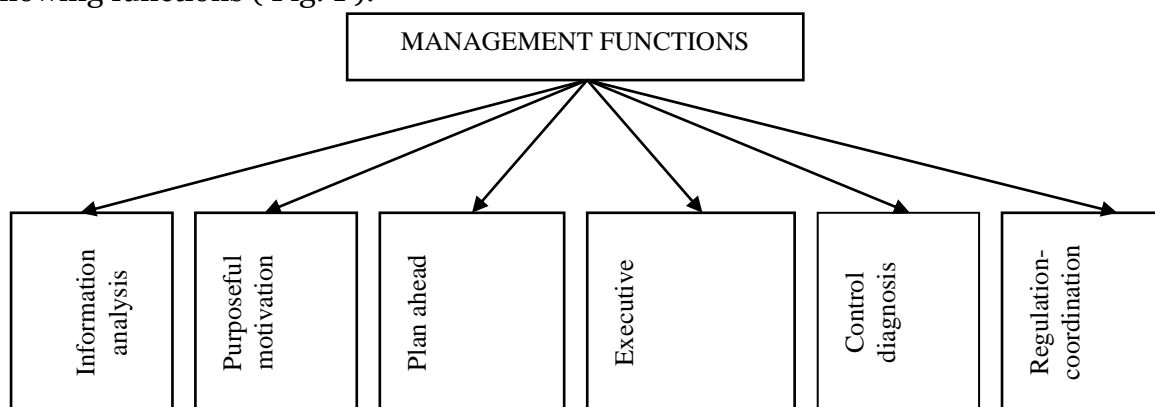
The technological functions of administrative management represent the content of the work technology of managers at any level and determine the following two aspects of their activity: decisions and communications (communication, ways of dealing). These functions complement each other and form a single system of administrative management [2, p. 63].

According to the types of management activity, MS h arifkhoja yev and Y. Abdulla yev distinguish the following functions: economic functions of management, i.e. implementation of circular circulation of funds, production and provision of services, organization of marketing services , ensuring profit and etc. social functions of management, i.e. improvement of working conditions, satisfaction of social, cultural and spiritual needs of employees, provision of financial incentives,

provision of social protection, etc.; spiritual and educational functions of management, that is, educating employees in the spirit of humanity, kindness, compassion and patience in mutual relations, educating employees in the spirit of love for the motherland, humanitarianism, honesty, a sense of justice, the pursuit of knowledge and enlightenment serve to educate, etc.; organizational functions of management, i.e. organization of production, establishment and coordination of mutual relations, division of tasks between all links and departments, determination of authority and responsibilities among employees of the management apparatus, consistency of work order in decision-making and selection of a specific method of management, information organizing the flow, etc. The mentioned functions consist of many elements, components, which are related to each other and organized to a certain extent, and they have integrity. Therefore, none of them should be ignored in the process of management [2, pp. 78-79]. Management functions of educational institution managers can be conditionally divided into two types: professional and socio-psychological functions.

The leader's performance of his production and technological tasks determines his professional functions, and in this the leader as a professional-specialist always interacts with people. That's why leadership activities include social and psychological functions. These functions are implemented in a certain system during the communication of the manager with the employees, and such communication can be in direct form and indirect (orders, guidance, instructions) forms. The mentioned functions are implemented in team management through one of the leadership styles, which consists of a set of management methods used by leaders. They are usually defined in special regulations and regulatory documents for all levels of leaders .

In our opinion, the specificity of the management of pedagogical systems is more clearly expressed in the following functions (Fig. 1).



1 . Management functions of pedagogical systems

These functions were distinguished by PITretyakov and E.G.Martinov [4] based on a two-way approach. We will focus on the specific features and importance of these functions in the management of pedagogical processes and systems.

Information-analysis function . This function was developed by Y.A. Konarzhevsky and occupies a special place in management; where the process of obtaining and analyzing information begins and ends. In other words, information analysis is the foundation of the management system. The main task of the information-analysis function is to continuously collect information about pedagogical systems (pedagogical process) and to study them in depth and objectively evaluate them. Based on the performance of these tasks, the strategy of management activities, development factors, ways of organization and control of their implementation are determined. Therefore, information should be not only reliable, but also new and useful.

Goal-motivational function . Motivation implies the organization of activities aimed at arousing the interest of all management subjects in order to achieve the specified goal. Motivation is necessary for adequate organization of behavior and activities [5]. In this case, it is necessary to take into account the characteristics of motives, and it is of particular importance to know what motives guide management activities and which ones provide an opportunity to create an effective action plan.

A goal is a system-forming component of a voluntary system, so we consider goal achievement in management as the most basic function of management activity.

The importance of the goal in the management of the pedagogical system is defined as the goal of specific activities. First, the goal is general, and during its design, tactics and situations are also divided into tasks, that is, goal formation in management is carried out at several levels: defining a general goal; clarification of the general (strategic) goal; developing goals according to the situation.

One of the main conditions for effective goal achievement in the management system is compliance with the goal setting requirements: goals are pre-defined and clearly formulated; be accepted by the executors and be understandable to them; the goals are analyzed and the deadline is set, as well as the actions of the executors are motivated; it is necessary to preserve the unity of goals in the distribution of various tasks agreed on vertically and horizontally.

Preview-scheduling function . Goal-motivation serves as the initial basis for the function of foresight (understanding) and planning of management activities, the function of foresight-planning determines organizational forms, methods, influencing tools, serves to evaluate the norms and results of control, as well as pedagogical allows to coordinate and regulate the movement and activities of the system and its participants.

Thus , the foresight-planning function, first of all, involves determining the ways to achieve the set goal, taking into account the influence of the external environment and the available opportunities

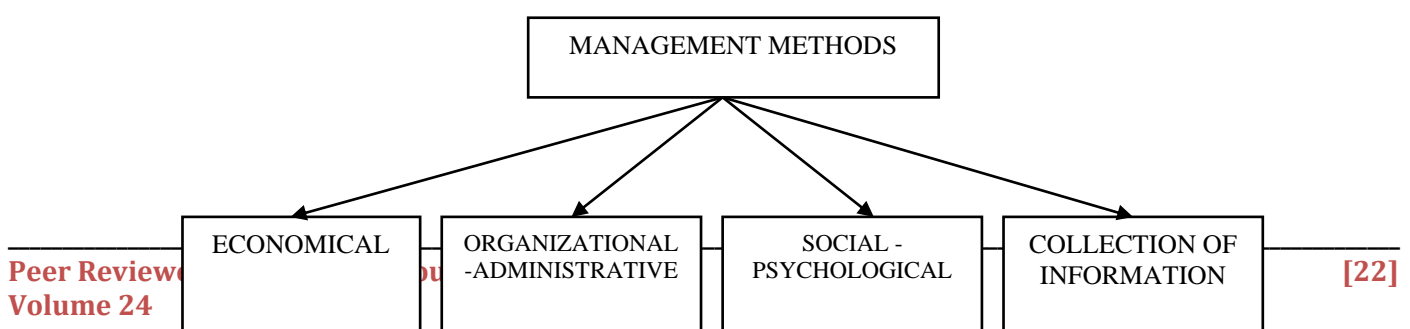
In our view, the foresight-planning function of management is concerned with the following three main tasks:

1. Determining the achieved level (state) of the pedagogical system and clearly defining the period of development efforts.
2. Determining the future of the pedagogical system, organizing and moving it in accordance with the capabilities and needs of the society and educational institution.
3. Determining strategies and tactics for the development of the pedagogical system.

There is a correlation between leadership styles and methods, and it is important in the following key aspects:

1. Management methods, together with subordination of styles, determine the compatibility of management styles. This subjugation is done by selecting management personnel or changing the inner feelings of the leaders.
2. Each of the complex methods is adapted to all identified leadership styles. That is , for each method to be implemented, personal individual activity is necessary. Management methods are implemented in different ways. Because , firstly, there are many individual methods, each leader has his own characteristics and unique work style, and secondly, the methods are determined by the subjective, individual characteristics of this or that leader .
3. This or that management method is implemented using different methods, so the same method has different results in different conditions. Leadership style is completely different from the concept of method, it has the characteristic of autonomy.
4. As an internal view of the outdated management method due to the autonomization of the management style, it has its influence on the new management method and can create characteristics that are not characteristic of the management method.

In the past, when classifying management methods, the main attention was focused only on socio-economic and administrative methods. In modern socio-economic conditions, four main groups of methods suitable for management of NTM can be distinguished: economic, organizational-administrative, social-psychological and information gathering methods (Fig. 2).



2 . Management methods

Economic methods describe a set of interrelated economic indicators, set requirements for each worker and the entire institution, and create conditions for their operation at the level of modern requirements. Economic methods are used to improve the activity of the educational institution, to strengthen the innovative processes, that is, to organize the innovative activities of the employees, to develop the activities of the participants of the educational process.

In the process of management, after studying the activities of the employees in detail, the tasks to be performed for the improvement and development of the activities are planned by the leaders. In this case, it is necessary for managers to use this method of management in providing incentives, rewards, punishments (fines) or financial support to their employees based on the results of their activities. Economic reorganizations are aimed at strengthening these methods.

Organizational-administrative methods also perform the tasks performed by economic methods, only the methods and forms of their influence differ from each other. Leaders will have the opportunity to choose different methods and forms of influence to solve the issues defined in economic methods. Organizational-administrative methods involve the preparation of decisions, orders, orders and instructions, their timely delivery to relevant persons and influence by monitoring their implementation.

These functions take into account the existing relations between leaders and employees, teachers and students, and in general, all team members, studying their interest, interests, skills and abilities, knowledge and abilities, improving the existing conditions in the team and implementing other necessary measures. serves to coordinate the activities of team members.

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