
MANAGEMENT CULTURE IN STUDENTS DEVELOPMENT METHODS

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Abstract

This article presents opinions on the improvement of the organizational and management mechanisms for the development of management activities of the heads of higher education institutions in resolving conflict situations. The reasons for the origin of conflicts and the pedagogical aspects of their positive resolution, the importance of pedagogues in management activities are given.

Keywords: Education, future, teacher, educator, principles of education, student, young generation, higher education, conflicts, conflict situation.

Introduction

The socio-economic, spiritual and educational changes that are taking place at the current stage of society's development require the fundamental reform of the education sector, its complete liberation from the ideological views and prejudices of the past, the training of highly qualified personnel who meet the high moral and ethical requirements at the level of developed democratic countries, and the education requires increasing efficiency by improving the educational process. In the Republic of Uzbekistan, management of preschool education in accordance with the Regulation "On Preschool Education" is one of the most urgent issues.

The study of issues of formation of management competence of future specialists of pre-school educational institutions requires reference to the methodology of management activity, interdisciplinary analysis to determine the scientific basis necessary for the research problem. Management competencies of a preschool education organization specialist are inextricably linked with the main categories of management and management science. In this regard, the study of the essence of management competence, its uniqueness, structure requires the analysis of the scientific foundations of the theory and practice of management activity.

The interdisciplinary analysis of the theory and practice of managerial activity is based on reference to various scientific knowledge that allows to reveal the phenomenological features of the concepts of management, management and managerial activity.

The theory and practice of management activity has many centuries of experience, but despite this, its ideology is constantly changing, which indicates its active role in the formation of historical changes taking place in society. People are constantly improving their management knowledge while creating social and economic progress. Along with the interest of science in the conceptual enrichment of management activity, it is manifested by the tendency of many practitioners to understand their activity scientifically, and the need for its theoretical justification.

Thus, the analysis of scientific approaches to the foundation of the concept of management allows us to distinguish a number of general positions in its definition. Management means a type of human activity, it has a purposeful effect on people, activates it, its joint activity; the function of organizational systems, maintaining their structure, maintaining the mode of operation; a special type of activity that transforms a disorganized crowd into an efficient, focused, and effective group; the conscious, intentional influence of people on the social system or its individual relations, based on the knowledge and use of objective laws and trends in the interests of its effective operation and development.

Based on the analysis of the concept of "management", it is possible to define the tasks of the management object as an activity aimed at managing, managing, regulating, and developing decisions in accordance with the given purpose; analysis and debriefing based on reliable data. Thus, within the framework of dissertation research, we understand management activity as the process of systematic and creative regulation of the joint activity of educational subjects, which is manifested in organizational, planning, forecasting, coordination and management functions aimed at the development of preschool education and creative self-realization of the personality of the teacher and student.

In conclusion, it can be said that most researchers agree on the interpretation of management as an activity:

- it is aimed at influencing the goals of organizing, regulating and ensuring the social process of labor, the social system as a whole or its individual relations;
- formation of organizational goals and their achievement in the functional plan, orientation of the actions of a group of people in cooperation to common goals, the influence of the subject of management on its object;
- its objects may include individuals, groups, entire organizations, processes;
- the condition for the successful implementation of this type of activity is the conscious use of the objective laws of nature and society, as well as the laws of management.

A special contribution to the understanding of the scientific conditions of management activity in education is the ideology of the situational approach to management, which is a logical continuation of the systems theory. The essence of this approach is that the results of the same management actions in different situations may differ from each other. This approach management is primarily the art of a specialist who performs management functions at a professional level, understanding the situation, revealing its features and choosing an appropriate solution. Therefore, in carrying out all the necessary management actions, such as planning, directing or controlling, the specialist must come from the situation in which he is working. The situational approach methodology can be described as a four-step process. First, analyze the situation in terms of what is characteristic of the situation. Second, it is necessary to choose the approach to the implementation of management that is most appropriate and best suited to the situation. Third, management should create the potential for development in the managed system. Fourth, management should make appropriate changes that will lead to future development. Thus, the situational approach expands the possibilities of management activities, which should not only be determined by strictly defined laws, but should also be directed to a creative and critical assessment of the situation in order to achieve an optimal result. From a situational approach, there is no "better way" to manage.

Knowing the main directions of the development of management theory allowed us to determine the methodological basis of management activity, which is necessary to understand the essence and scientific basis of management of preschool educational organization.

Understanding the specific features of management activity in a preschool educational organization requires a historical-pedagogical analysis of the scientific foundations of the theory and practice of management activity in the educational system as a whole, because only in this case it will be possible to determine the characteristics and principles of management activity in a preschool educational institution and the dynamics of the formation of this problem in pedagogical sciences.

Summarizing the above main points, we can draw the following conclusions:

- on the basis of this analysis of the phenomenon of management, within the framework of dissertation research, management activity is understood as the process of systematic and creative management of educational subjects, which is manifested in the organizational, design, forecasting, coordination and management functions aimed at the development of preschool education and the creative self-realization of the personality of the teacher and student;
- various scientific schools and approaches have been developed in the science of management, which allows us to study the essence and principles of managing social systems, including educational management;

Traditionally, issues of managing preschool education in the sciences are considered in depth, taking into account the public character and mandatory nature of this stage of education, its place and role in the dynamic development of society. Management of pre-school educational organizations is a relatively new problem in terms of the name and content of the society, which became the subject of special attention during the socio-economic changes of the society and the reform of the education system.

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