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RESEARCH ARTICLE

FEATURES OF THE ORGANIZATION OF THE EDUCATION SYSTEM AS AN OBJECT OF MANAGEMENT AND COMPONENTS OF ITS SUCCESSFUL ACTIVITY

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Abstract

The world experience of socio-economic development shows that it is education that is the most important source of renewal of all aspects of society. In all developed countries, the importance of raising the educational level of the population is recognized. Higher educational institutions in the new conditions of functioning act as economic entities providing a wide range of educational services using modern educational technologies. The educational process in universities is influenced by the intensively changing external environment, which determines the need to improve the efficiency and quality of management.

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Introduction:-

The human being is the only creature that needs to be trained to maintain his life on Earth and adapt to his environment. Human educational needs also have both biological and sociological reasons. Biologically, humans, unlike other creatures, come to earth with motivationally undirected behavior. Unlike other creatures, man gets a lot of behavior through education. Thus, education can be viewed as a phenomenon and event that began and will be formed with the appearance of a person on the stage of history. From a historical point of view, it can be seen that educational activities were carried out mainly within the framework of family and religious institutions. Education solves the main state problem: the reproduction of human capital. This means that it should be affordable, of high quality, and competitive. It is education that determines the state of the labor market and the level of socio-economic development of society. The main activity of regional and local government bodies is the development of regional educational systems based on state requirements, local socio-economic conditions, national and cultural-historical characteristics, the need for various types and types of educational institutions and services (DVV International, 2018).

Education is primarily a social phenomenon and activity. Like other social phenomena, the concept of education is a phenomenon that they try to describe in different ways and taking into account many aspects (J. Shaturaev, 2019). For example, how the Learning Process prepares a child for the position in society where he will go through learning. Another definition of education is changing a person's behavior in the desired direction. The part of education carried out in schools systematically and programmatically is called teaching. Education is also defined as the effect applied by adults to those who are not yet prepared for life.

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Method and Materials:-

A feature of modern education is the democratization of its receipt, the search, development, and implementation of new methods, technologies, and forms of education. Based on the modern education system, a person must reveal his creative potential, develop his abilities, cultivate the need for continuous self-improvement and responsibility for his upbringing and development. The education system can be structured according to other principles, it includes non-professional and professional education (Zuilkowski et al., 2019). Non-professional education covers - preschool education and education, general education schools, tutoring. Vocational education includes a system of vocational schools, secondary specialized educational institutions, higher educational institutions, a system of advanced training and retraining of personnel, and hobby education - in institutions of additional education for children (J. Shaturaev, 2021). The organization of the school reinforces certain relationships between the teacher and the student and, as a result, relationships with others. Each school has its standard, teaching style. And to bring the student to a certain degree of readiness for the implementation, the implementation of specific duties, functions - this is the main goal of each school (J. Shaturaev, 2021). If an apprentice student mastered the skills, knowledge, methods, and methods of solving a particular task of the master, adopted his experience, then the school has already taught many, provided generalized knowledge of certain branches of science, generalized social experience (Kučera & Haviger, 2012). The school is already inherent in "classroom" - group learning and disciplinarity - the division of the general stream of education into separate components. Universality, the assimilation of knowledge by students and distinguishes the school from other forms of education. It is also characterized by specific pedagogical technologies. The state and its social institutions, power structures take care of the maintenance of the school, financing it, materially and financially supporting it, and determining its status (Рыманов & Rymanov, 2018).

Education is undoubtedly not a question of a certain period of a person's life and is not limited to a certain age. classify. In other words, education is not only an activity carried out at a certain time and in a certain place or a certain place. Within the framework of certain plans and programs. Education provided in public institutions and schools is only one aspect of education. Besides all this, education is a much more complex process. Including informal aspects. We can say that the invention of writing plays an important role in the institutionalization and organization of educational activities (J. Shaturaev, 2014). The invention of writing collectivized knowledge and accelerated its existence. Learned and taught in specific locations and in an institutional way, removing personal knowledge.

Learning is a set of processes that are used to teach and develop desired behaviors for the learner. In training, there are both time constraints and informing people unilaterally, in particular subjects or the transfer of knowledge. The most important result to be expected from training is the understanding of the information provided. Education and training are two complementary processes. In this process, learning makes up the head, and education strengthens spirit and character. Learning gives knowledge, and education gives value. However, learning will take place in education when knowledge is thought of as a value among values and the head as part of the spirit ("AMERICAN FINANCE ASSOCIATION," 2021).

In modern conditions, there is a diverse ramified network of general education schools. Various forms of education are also carried out by other social institutions: the family, cultural and educational institutions, the media, industrial and economic, and other public associations and organizations. Together with the school, they make up the education system, where the school acts as its basis. Inexperience, culture, expedient teaching forms are fixed. Creation of conditions for ensuring the availability of high-quality general education, adaptation, socialization, and integration of children with disabilities into society (Shaturaev Jakhongir, 2019). The lessons of instruction, the practice of mastering, consolidating knowledge, the richness, and variety of sciences and encourages their development, supports the student's confidence in knowledge, the acquisition of skills to comprehend certain knowledge.

Results and Discussions:-

The principles of education management establish those initial positions, rules, guided by which one can confidently go towards the intended goal. In the literature on control theory, the problem of principles is given special attention. However, there is no generally accepted classification of management principles. The points of view of various authors, coinciding in the main, differ in the definition of the number and the formulation of individual principles.

The principles, reflecting the fundamental, fundamental rules of society management, provide sufficient grounds for highlighting the principles of education management at the present stage of democratization (J. N. Shaturaev & Jumaev, 2019). Among such principles, reflecting the patterns of socio-economic transformations in society, one should name the principles that allow them to be guided concerning the education system: the principle of developing a combination of social and state principles in management; humanization; scientific character; objectivity and concreteness; optimality and efficiency; consistency.

Determining the principles of education management based on general ones allows the subjects (bodies) of management to take them as the basis of their activities and apply them as criteria in assessing the results of the quality of management (J. Shaturaev et al., 2020). Management methods exist objectively and follow from management principles. At the same time, the methods, in contrast to the principles, are more varied, suggest certain freedom of choice to achieve the intended goal. The task of the governing bodies and the heads of educational institutions themselves is to choose the optimal path, taking into account the specific conditions and specifics of the managed objects, that ensures the most complete implementation of the management principles (World Education Forum, 2015).

The organizational features of institutions of additional education include: flexible and multifunctional organizational structure; the main organizing principle is not a lesson, but creativity in its various manifestations; the presence of a multi-level connection with society; personification of education, i.e. providing each child with a free choice of educational area, profile, programs, time of their development; democratization and humanization of relations: the ability to change the types of activity, team, teacher; a special relationship of cooperation and co-creation has developed between the child and the teacher; the personal-activity nature of the organization of the educational process, DL acts as a means of motivating the development of personality; rich arsenal of forms of work; human resources - unique specialists, enthusiasts working on their own programs; the presence of its own methodological service, which has rich experience in education issues; the availability of a material base that allows you to provide multidisciplinary, variable training (Fayzievna, 2012). The specifics of the work of pedagogical workers of institutions of additional education include: interaction between a teacher and a child (voluntary cooperation, joint creative work, the community of interests, etc.); organization of activities of various forms and content (organization of educational activities in combination with leisure forms of work, social and psychological support, health improvement, etc.); narrow-profile activity, disunity with colleagues (often one specialist works in an institution in one profile); the teacher must have sufficient knowledge of the profile and pedagogical skills (Hakimova et al., 2020).

The specifics of the teaching staff of the institution of additional education include a variety of positions, profiles, specialties; the presence in the team of creative personalities, bright individuals; the performance of the UDL team as a subject of their development and improvement (historically, science has not been sufficiently concerned with the problems of additional education for children); the presence of traditions (for example collective creative activity, mass activity, etc.); the presence of value orientations; interaction with the environment and dependence on it (Chung et al., 2015).

The organizational structure of an institution of additional education for children is a set of its structural divisions, which are assigned powers, responsibilities for the implementation of certain functions (volumes of work), responsibility, their relationships, and interactions are determined horizontally and vertically. Each educational institution has its history, customs, traditions, achievements, i.e. organizational culture and organizational structure. Organization management is closely related to organizational culture, where the main reserves for improving the efficiency of activities are laid. Foreign scientists have concluded that in addition to having a strategy, clear organizational structures, highly qualified employees, prosperous organizations have a clear mission, strong culture and special style, a developed image, and corporate spirit. All this together contributes to the achievement of leading positions in the market and the preservation of competitive advantages. Past generally accepted values, such as discipline, obedience, hierarchy, power, are being replaced by others: participation, self-determination, team, personality disclosure, creativity (Hakimov et al., 2020).

Today, issues of supply and sale of educational services take precedence over issues of their production, therefore, a divisional organization is most suitable for early childhood parole, which provides for its division into several large divisions (structural subdivisions). Their peculiarity is that the leaders are imposed full responsibility for the profitability of the structures subordinate to them (Рыманов & Rymanov, 2018). Along with independent structures,

functional departments (accounting, personnel department, etc.) are retained, which carry out an advisory, accounting, and other functions. The main advantage of a divisional organization is a closer relationship between material incentives of a structural unit and the results of its activities than other organizational structures, which enhances employee motivation. This type of structure is often characterized as a combination of centralized coordination with decentralized management (while maintaining coordination and control)(Hakimovich et al., 2020).

The function of motivation is aimed at activating the activities of people and encouraging them to work effectively to achieve the goals identified in the plans. Modern procedural theories of motivation proceed primarily from how people behave, taking into account their perception and knowledge(Finance, 2018). These primarily include the theory of expectation, the theory of justice, and the complex Porter-Lawler model of motivation. The theory emphasizes the importance of three relationships (and the corresponding expectations): labor input - results; results - reward; reward - valence (satisfaction with the reward)(J. Shaturaev, 2014).

Economic management methods stimulate the activities of the institution to meet the needs of society and serve as a motivator for the work of the team(Ministry of Public Education, 2017). One of the main economic methods used in the management of an institution of additional education for children is intra-production cost accounting, the starting point of which is to provide economic freedom and independence to structural units. The economic motivation of the teaching staff consists of two main components: salary, direct material remuneration; additional payments in the form of awards and grants within the framework of national educational projects.

The education system is called upon to carry out its transformative functions concerning widely understood social practice. All links of the education system are in interaction and interconnection with each other(Goldsmith et al., 1984). This objectively contributes to the integrity of the system, its unity, which, however, does not mean uniformity in the work of educational organizations. The integrity of the educational system means that there are no more or less important links in its structure. All of them contribute to the solution of common problems of education, training, development of the younger generation and the entire people(Nam, 2019).

The integrity of the system of educational organizations is confirmed by the fact that possible "failures" in the functioning of any component of the system inevitably affect the operation of other components of the system as a whole. For example, the imperfection of vocational guidance work in a general education school is one of the reasons for the disparity in the training of various professions(Christopher M. Whitsel, 2011). Errors in predictive calculations of the number of graduates of educational institutions and the labor market can lead to a violation of the real prestige of professions and specialties, a violation of the continuity of the levels of vocational education and unemployment, etc.

Conclusion:-

In modern conditions, the internally oriented adaptability of the system acquires particular importance, its satisfaction with the developing needs of not only society but also the individual; there is also a certain gap between the elaboration of methodological problems of management and a specific management system in society. To overcome it, a special tool is needed, a method for constructing such systems, their constituent elements: the organizational structure of management, the functions of individual constituent bodies, methods of their interaction, etc., which most fully satisfy the set goals. As such a tool is a systematic approach to the management of educational systems. The systematic approach allows us to establish the level of integrity of the adaptive educational system, the degree of interconnection and interaction of its purpose-containing elements, the subordination of the target guidelines in the activities of subsystems of various levels. It is necessary to invest constructiveness, analyticity, visibility, and comparability of options and functions of control bodies in the general scheme of the systemic approach. In the current conditions, there is a need for new approaches to education management, they become the driving force that can transfer the pedagogical system from functioning to developing and developing(Montgomery, 2008). The focus of the entire system of pedagogical management on modernization presupposes not only a special motivational and target orientation of education leaders but also a new approach to information support, pedagogical analysis, planning, organization, control, and regulation of all activities. At the same time, a developing and developing system must constantly work in a search mode(Yarrow et al., 2020). Management in this case is innovative, the processes of making operational decisions on the situation prevail here, i.e. for specific results. The transition to situational management by results means a radical change in approaches to the management of the

educational process, and above all by its participants. In other words, the control process should be nothing more than the deployment of the control mechanism in dynamics according to its technological parameters.

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