



## Improving Management Strategies In Educational Institutions

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### ABSTRACT

Organization of pedagogical processes in the continuing education system on a scientific basis, ensuring the activity of subjects in achieving the set goals and ensuring efficiency, organizing innovative activities based on the coordination, control and objective evaluation of the school's activities and ensuring its effectiveness. The essence of the teacher's activity in the field is expressed in the implementation of information-analysis, goal-motivation, foresight-planning, organizational-executive, regulation-coordination, control-diagnostic functions. In the article, improving management strategies in educational institutions, increasing the effectiveness of the pedagogical process, the interaction of innovations in pedagogical processes

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### Introduction

The most effective methods based on scientific and technical achievements in the improvement of the pedagogical processes organized in the institutions of the continuous education system based on scientific basis and its essence are considered as a system consisting of all scientifically based methods preferred by the pedagogical staff in their work. In this case, on the one hand, the content of the cooperation of pedagogues and learners, on the other hand, this system itself is of great importance in improving pedagogical processes [1-3].

Organization of cooperative activities of pedagogues and learners in pedagogical processes, that is, the formation of subject-subject relations is carried out in the process of interaction, and in this process, the culture of interaction is formed and developed. The development of the culture of interaction is inextricably linked with the effectiveness of the cooperation of subjects and innovative changes in the educational environment [4-9].

### The main part

Improving management in pedagogical processes appear as one of the most important and basic means of interaction culture, and they are defined in innovative processes not only by their description and characteristics but also as the most important factors in improving pedagogical processes [10-14]. This, in turn, determines the quality and importance of innovations, as well as predetermines the timing of their implementation according to the circumstances. The culture of interaction as a constituent component of the

general social culture is formed as a result of concepts, interpersonal relations and interaction in the context of a certain social culture, and it has several dimensions - traditionality, level of relevance, motivational system; leadership styles, quality of the organizational environment; communications; personnel management; management strategy; the professional and personal culture of teachers-coaches and students are officially manifested.

The traditionality of the culture of interaction is the stable manifestation of the universal and national educational culture in the pedagogical system based on the interdependence of national-historical social culture and pedagogy, its relevance is the creation of favourable situations in the educational environment. defined as coming and meeting social needs.

The quality of the educational environment determines the compatibility of its condition with national-cultural patterns, the level of effectiveness of the pedagogical process and the level of opportunities for subjects (teachers and learners). That is, the coordination of emerging situations with the main constituent elements of the educational environment serves as the main indicator of the culture of interaction.

All the characteristics of the culture of interaction mentioned above indicate the level of development of the pedagogical process and serve as an indicator of the readiness of the subjects of the pedagogical process for innovation [15-19]. In turn, teachers of institutions of the system of continuous education:

- considers his activity aimed at introducing innovations and interest in his work to be vital;
- to have creative and professional opportunities; knowledge of foreign languages, computer technologies and basics of management; be able to critically assess the level of their professional skills;
- expresses the need to take into account the needs of the "human factor" and innovation in socio-economic development.

It is possible to show a set of various means of the influence of the subjects of the process of organization and management of pedagogical processes in the institutions of the continuous education system as means of improving the pedagogical processes. Because, on the one hand, the means of improving pedagogical processes are a set of educational tools (educational, programmatic, informational, didactic, experimental-diagnostic, etc.), on the other hand, it is a technological mechanism that implements educational goals.

The theoretical-methodological foundations of the means of improving pedagogical processes are new ideas that create a new form of pedagogical processes and determine the qualities of the structural structure of education. Accordingly, the integrative features that describe the means of teachers of continuous education institutions influencing the improvement of pedagogical processes can be divided into the following groups: general principles of organizing activities in an innovative manner; the existence of ideas related to the development and improvement of pedagogical processes; organizational-methodical activity on the development of the community as a social organism and creation of a community of learners - inventors; organization and management of pedagogical processes based on the development and implementation of educational programs with a new structural structure and developed content; psychological-pedagogical development of the creative abilities of the subjects of the pedagogical process; taking into account the individual-psychological characteristics of subjects in the improvement of pedagogical processes; to create a partnership of students, teachers and parents, who are united for the realization and development of a single educational goal. taking into account the individual-psychological characteristics of subjects in the improvement of pedagogical processes; to create a partnership of students, teachers and parents, who are united for the realization and development of a single educational goal taking into account the individual-psychological characteristics of subjects in the improvement of pedagogical processes; to create a partnership of students, teachers and parents, who are united for the realization and development of a single educational goal.

In such a case, teachers of institutions of the continuous education system should perform the functions of a manager, teacher and researcher in addition to the functions of organization and management of pedagogical processes [20-27]. Because to achieve the intended results based on the improvement of the pedagogical processes, first of all, the study and analysis of the problems that may arise in the pedagogical processes and the determination of the tasks and goals that must be performed to eliminate them are considered to be one of the subjects of the pedagogical process. it is necessary to take into account the capabilities and needs of learners.

To the extent that the quality and effectiveness of the pedagogical process depend on the activities of the subjects, the achievement of goals and high results based on the improvement of pedagogical processes depends on their innovative activity and the ability to organize innovative processes.

This, in turn, shows the necessity of today's teachers to be in continuous innovative search, to think, to coordinate their interactions, and also to act based on the formation of innovative ideas in students. Because the innovations introduced in the improvement of pedagogical processes consist of modification innovations related to modernization, unification, improvement of activity, change in form, development, and the activities of learners, who are considered one of the subjects of the pedagogical process, or It can also be related to the activity.

In the improvement of pedagogical processes, innovations can be defined as a tool that ensures the movement and activity of the subjects of the pedagogical process and creates a process of creative, qualitative changes aimed at the goal [25-29]. The concept of innovation is considered in research as the concept of "introduction of innovation", and the concept of "innovation process" is expressed as the process of creating innovations and their assimilation and effective application in the practice of an educational institution. So, we can say that innovation (innovation) in the improvement of pedagogical processes is a means of goal-oriented changes, and an innovative process is a means of making changes (innovations) to pedagogical processes or pedagogical activities.

In our opinion, the following tasks in this process are the main conditions for the effectiveness of pedagogical innovations in the improvement of pedagogical processes and the introduction of innovations:

- that the relevance of introducing innovations for the team of the educational institution is determined as the main factor for comprehensively solving existing problems and ensuring the effectiveness of the pedagogical process;
- compatibility of the selected innovative tools with the capabilities of the educational institution;
- the full scientific basis of innovations;
- significance and systematicity of innovative processes;
- taking into account the personal-individual psychological characteristics of the innovator and its users;
- realizing the importance of innovation represents a high level of responsibility and accountability of each subject;
- the need to create sufficient conditions to minimize risk in innovative processes;
- understanding the level of risk and the need for their justification;
- changes in the content of education, pedagogical projects, and expression of development principles.

Objective and subjective factors contribute to the improvement of pedagogical processes based on an innovative approach in the institutions of the continuing education system.

Objective factors include the state's new educational policy, fundamental and applied research in the field of education and the experiences of educational institutions in the direction of innovative activity.

Subjective factors include socio-territorial needs and the development process of the activities of educational institutions, the development of teachers' knowledge, skills and qualifications, and the educational institution's scientific and pedagogical potential.

Organization of the main changes and innovative processes in educational institutions will be directed towards the achievement of the main goal and, in turn, will determine the essence of the fulfilment of several tasks in order to achieve these goals:

- based on the implementation of the model of training educated and capable graduates following the socio-economic needs of the society (updating the educational content);
- ensuring the activity of learners in pedagogical processes, introducing innovative approaches to the process of training specialists with competitive, modern knowledge, skills and qualifications (updating educational programs);
- planning pedagogical processes in advance, creating a favourable educational environment that creates competition;
- in accordance with educational standards. making new and developmental changes to existing programs;
- selection of teaching tools that are considered more effective and convenient for the subjects of the

pedagogical process;

- inclusion of new subjects in the calculation of optional hours of the curriculum and at the disposal of the educational institution.

The improvement of pedagogical processes creates the problems of identifying and implementing advanced pedagogical technologies, and these are based on subject-subject relations, which are the foundations that determine the conditions of general development aimed at understanding the interests, abilities and qualities of a person.

Determining the effectiveness of the work carried out in the direction of improving the pedagogical processes requires an objective assessment of the activities of the subjects of the pedagogical process, and the following are examples of this:

- professional development of the pedagogical team;
- creation of a favourable social and psychological environment for everyone in the team and its strong and positive features;
- Subjects' tendency to improve and develop pedagogical processes and the readiness of the team;
- the tendency in the team to increase the scientific and scientific-methodical potential;
- increase in the quality of information exchange between teachers and students;
- the level of training of trainees and the quality of the conditions created in the training institution so that they can continue their studies at the next stages of the continuous education system;
- existence of common goals and alignment of interests;
- existence of measures that ensure effective participation of educational subjects in innovative processes.

Improving pedagogical processes

the effectiveness of organizing and coordinating the cooperative activities of subjects, developing their activity in the direction of the goals that need to be achieved depends to a large extent on the existing motives and motivation.

To ensure the effectiveness of pedagogical processes, working with information and ensuring its freshness and reliability are of special importance. Collecting information about pedagogical processes and students' imaginations, initial understandings, outlook, needs and living conditions and their in-depth study, analysis and objective evaluation are the most important tasks of teachers. is one of the tasks.

Based on the implementation of these tasks, ways of improving and developing pedagogical processes, factors and means of forming and developing positive motives in learners are determined, and efficiency is ensured.

Information - in the organization and management of pedagogical processes, as well as in the organization and coordination of the activities of teachers and learners, who are the subjects of this process, and in the organization of pedagogical processes on a scientific basis, including various innovations, consists of information and messages, and new, reliable and necessary information is of special importance in coordinating the activities of subjects of the pedagogical process. Working with information consists of collecting, processing and transmitting various information, and is used in the process of coordinating the activities of subjects of pedagogical processes. In this process, leaders and teachers, who are considered organizers of the pedagogical process, come to the main point.

Information handling is the exchange of personal and technological information between teachers and students. Its main feature is to coordinate the activities of learners by teachers, to ensure their activity is based on the creation of a person-oriented influence in pedagogical processes, the conditions created by the educational activities of learners and the established pedagogical processes. Creating satisfaction in the conditions, is determined by creating interest in them, and this characteristic depends on the indicators of the function of working with information along with the teaching functions of the teacher.

The information system is the information that has important pedagogical importance in pedagogical processes, new pedagogical and information technologies of teaching and all regulatory documents in the direction of organizing pedagogical processes, as well as economic-social, scientific-technical, legal and is a complex system that includes the flow of information consisting of organizational news, providing information to the educational process based on modern information technologies, computerization and computer networks.

Taking into account that the information system is wide and can be renewed depending on its nature, that is, it changes and becomes enriched with food, it is necessary to introduce a systematic approach to the process of working with information by the organizers of the pedagogical process. This is because the relations, interdependence and connection between the system components and the optional component contribute to the change of the whole system and the variable factors affect the effectiveness of pedagogical processes.

Information consists of a set of messages and information necessary to ensure the effectiveness of pedagogical processes. The most recent and reliable information is important in the organization and management of pedagogical processes because of the forms of communication between the subjects of the pedagogical process and the factors of determining the individual-oriented educational direction to ensure their activity is based on information.

The processes of working with information in the organization and management of pedagogical processes include the collection and transmission of information, the processing of received information, the study, analysis and objective assessment of the validity and reliability of the information, and the control of timely delivery of necessary information to consumers. includes tasks.

Information collected by teachers about each learner in the pedagogical processes organized in the institutions of the continuing education system, that is, information about their initial attachments, needs, interests, and individual psychological characteristics. it is of special importance in coordinating the relations of teachers with students, ensuring students' activity. That is, complete, reliable, accurate and high-quality information about students has an impact on the quality of design, organization and management of pedagogical processes by teachers.

In the organization and management of pedagogical processes, it is necessary to have reliable and accurate information about learners, and the information serves as a factor for ensuring the activity of learners in pedagogical processes, objective evaluation of their activities and motivation.

Teachers should collect and use accurate and reliable information in the following directions:

- existing conditions for living and independent education of each learner;
- the individual psychological characteristics of each learner, his interest in science and profession, and his needs in a certain period;
- mutual relations of educational subjects;
- factors affecting the activity of the learner;
- necessary needs and support of the learner in the field of education, etc

The information collected in these directions is used to determine the criteria for achieving the specified goals in the direction of ensuring the effectiveness of pedagogical processes, creating conditions for the full manifestation of the personal capabilities and abilities of learners, the activities of each learner and encouraging them on the basis of an objective assessment of their activity, as well as ensuring the creative activity of learners, is of particular importance in the formation of an innovative educational environment.

Also, accurate and reliable information in these areas is positive for creating conditions for independent thinking, self-management, self-expression and creative ability of educational subjects, and the development of their basic concepts and thinking. serves to determine influencing factors, to form an interest in learning, that is, to motivate. Taking into account that the learner's personality is continuously formed and developed, it is necessary to regularly update information about them. This, in turn, represents the unique importance of information in pedagogical processes, therefore the information must be new and reliable. Studying the information gathered about their freshness and reliability,

Based on the latest and most reliable information, the activities of learners are coordinated, changed and improved depending on the situation, that is, the development of their activity is carried out. Based on new and reliable information, it is possible to analyze the effectiveness of pedagogical processes, and based on them, tasks are determined in the direction of improving pedagogical processes and forming and motivating students to learn.

Based on the information presented above, it can be said that the formation of interest in learning in students, that is, motivation, inclination to learn, develop their imagination and understanding, of a certain profession,



nature, or art, involves the organization of events aimed at forming an interest in science and technology, feelings of confidence in the future.

In addition to ensuring the effectiveness of pedagogical processes, collected and regularly updated reliable information about students, and teachers in pedagogical processes organized in the direction of their development based on the preliminary determination of their initial concepts, imagination and worldview it creates opportunities to save time, to focus more on freer learners.

In addition to the fact that the information is new and reliable, its timely use and timely delivery to parents and other teachers, i.e. speed, is also important in ensuring the effectiveness of pedagogical processes. Timely identified, reliable information based on the study, analysis and objective assessment is important as a means of ensuring the effectiveness of pedagogical processes.

When working with information, teachers should always pay attention to the form and order of the information, its freshness and reliability, as well as the need to use it, because the inaccuracy and irrelevance of voluntary information can lead to various misunderstandings.

Communication is a unique complex system in the organization and management of certain pedagogical processes, which is the exchange of information between subjects. The effectiveness of the pedagogical process requires the effective exchange of information, therefore it is characterized by its functional level and determines the organizational quality of the pedagogical process.

The process of exchanging information between two or more people is a communication process, and in this process, people carry out oral and written communication. To achieve efficiency in this process, it is necessary for teachers to inform learners about the content and essence of the assignment, to explain how and in what order the assignments should be performed and what results should be achieved. Existing communications in educational institutions are mainly divided into external and internal communications.

The process of information exchange between the educational institution and the external environment represents external communications, and it can be compared to information from the outside, information from higher management bodies, authorities, ministries and regional management bodies of educational institutions. Internal communication. There is a vertical and horizontal exchange of information in educational institutions, which represents the exchange of information, that is, internal communication, necessary for the organization and improvement of pedagogical processes and activities of subjects.

The various communication processes in the pedagogical processes define specific requirements for teachers in the areas of talking, writing, reading, and speaking, that is, lecturing in the process of oral and written communication. These requirements require teachers not only to be able to write literately and beautifully in the process of conveying information about the content of concepts, instructions for completing assigned tasks, and information about achievable results to students but also, means to express thoughts and ideas briefly and fluently in the official language. In the process of oral communication, it is necessary for teachers to be able to use dialogic and monologic speeches, and to correctly use various actions, postures, laughter, tone, facial expressions, and pauses in addition to words.

Therefore, to improve and ensure the effectiveness of pedagogical processes, it is necessary to consider the existing needs, the initial concepts and imagination, the worldview and interests of learners, the importance of individual-oriented influence and reflexive activity in pedagogical processes, the necessity of innovative activities and mutual it is of particular importance to take into account the culture of influence, the specific features of motives and motivation, information and communication processes as means of improving pedagogical processes. Based on the information presented above, the model of the organization and management of pedagogical processes in institutions of the continuous education system can be described as follows.

According to the content of the components presented in this model, it is important to be a competent pedagogue in the organization and management of pedagogical processes, i.e. professional training of teachers, coordinating the activities of learners and ensuring the effectiveness of the pedagogical process. represents

## Conclusion

The effectiveness of the pedagogical process organized and managed in the continuing education system largely determines the need to take into account the following specific aspects of it:

- the effectiveness of the pedagogical process represents the effectiveness of interrelated and related educational processes;
- that all constituent parts of the pedagogical process, which are interrelated and related, have a whole, integrated dynamic organizational structure;
- that the dynamics of the pedagogical process have procedural characteristics;
- that changes in the components of the continuous education pedagogical process affect the effectiveness of the pedagogical system.
- the effectiveness of pedagogical processes depends on the activity and independent activity of learners;
- the existence of educational relations that affect the development of the learner's personality at different levels;
- interdependence and interrelationship of components of pedagogical processes;
- the specific importance and necessity of feedback in pedagogical processes;
- the procedural side of the pedagogical process, that is, the existence of correct and reverse processes;
- the interest in learning in students, that is, the need to form learning motives in them;
- the effectiveness of forming positive motives in learners represents the effectiveness of pedagogical processes;
- effectiveness of pedagogical processes depends on motivation;
- the need for new and reliable information in pedagogical processes.

It is important to consider the set of all pedagogically important processes organized in the continuing education system as a whole system, that is, as a complex pedagogical system serving in the external environment, in which a systematic approach; person-activity approach in ensuring the activity of subjects in pedagogical processes and motivating subjects to perform tasks set according to specific goals; determining the effectiveness of the pedagogical process according to specific situations, situational approach in coordinating the activities of subjects according to the emerging situations; increase the effectiveness of pedagogical processes, the cost (time, labor, additional methodical products and tools) involved in ensuring the activity of subjects in achieving the intended goal a coordinated approach in creating a system that is most convenient and able to reorganize the pedagogical process and its educational structure, ensuring that it does not exceed the threshold, the possibilities, abilities and initial concepts of the subjects, as well as the existing situations and conditions; through the results achieved on the basis of coordinating the activities of the subjects of the pedagogical process and ensuring their activity, that is, by explaining to each participant the essence of the tasks and concepts to be learned, self-management of the subjects and a creative approach to their activities management by results in achieving efficiency based on ensuring its implementation; in pedagogical processes, the activity of students based on their initial concepts

Organization of pedagogical processes in the continuing education system on a scientific basis, ensuring the activity of subjects in achieving the set goals and ensuring efficiency, organizing innovative activities based on coordination, control and objective evaluation of their activities and ensuring its effectiveness. The essence of the teacher's activity is expressed in the implementation of information-analysis, goal-motivation, foresight-planning, organization-executive, regulation-coordination, control-diagnostic functions.

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