



IMPROVING MECHANISMS FOR MANAGING THE QUALITY OF EDUCATION IN GENERAL SECONDARY SCHOOLS

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ABSTRACT	KEYWORDS
This article discusses modern and convenient methods for improving the management of the quality of education in general secondary schools and makes proposals for implementing these mechanisms in practice. It promotes the use of innovative forms and methods of education in the educational process in general secondary schools.	Education, management, leader, mechanism, methodology, institution

INTRODUCTION

Improving effective mechanisms for managing the school education system is the most important condition for raising the spiritual, moral, and intellectual development of the growing younger generation to a qualitatively new level, and also contributes to the use of innovative forms and methods of education in the educational process. At the same time, a critical analysis of the state of affairs in this area revealed several problems and shortcomings in the organization of school education system management, practical coordination of the activities of state general secondary educational institutions (hereinafter referred to as general educational institutions), and financing of measures to improve their material and technical condition.

METHOD

Modern pedagogical science, in addition to striving to study management ideas comprehensively and from different perspectives, develops guidelines for their application in educational practice. Today, in pedagogical science, it is impossible to imagine solving management problems without a systematic approach methodology. The introduction of such an approach serves to prevent random and unexpected situations in management. In the systemic approach, an educational institution is considered as a system, that is, as a complex system operating in the external environment. In this case, it is necessary to imagine the object as a whole, that is, as a whole, according to the content and essence of its connections and means. When studying an educational institution, is divided into several parts with special characteristics, and the characteristics of the connections and interdependence between them are determined since each part contributes to the change of the whole system.

In a broader sense, the systematic approach is the methodological foundation of the theory of scientific knowledge, a science that occupies a position between the methodology of philosophy and the methods of natural scientific research..

The systematic approach as a science does not provide specific new concepts but includes technologies embodied in the study of an object based on such concepts as integrity, generality, universality, and differentiation, that is, integrated technologies of research. In order to further improve the school education system by introducing new management mechanisms and quality standards into the educational process, increasing the prestige of the teaching profession in society, and improving the material and technical condition of general education institutions: The following are identified as the main areas of reform of the school education system. To raise general secondary and extracurricular education to a qualitatively new level, to educate a comprehensively mature generation, to ensure the spiritual, moral, and intellectual development of students; To strengthen the coordinating role and responsibility of the Ministry of School and Preschool Education of the Republic of Uzbekistan (hereinafter referred to as the Ministry) in implementing a unified state policy in this area, as well as to clearly define and regulate the tasks, functions and powers of ministries, departments, and local executive authorities in this area;

To introduce modern principles of personnel policy formation in the public education system through the implementation of advanced and transparent organizational and legal mechanisms for the selection, training, retraining, and advanced training of management and teaching staff; To improve material incentives and social protection of employees of public education institutions, to create appropriate conditions for their effective work; Further develop the network of legal entities engaged in activities related to the provision of non-governmental services in the field of general secondary and extracurricular education (hereinafter referred to as non-governmental general educational organizations) by creating the necessary organizational, legal, technical, and economic conditions, and effectively introduce various forms of public-private partnership in this area; Introduce advanced foreign experience into the school education system, modern pedagogical technologies, including innovative teaching methods, into the educational process, create a new generation of educational and methodological literature, carry out fundamental and applied scientific research; Widely introduce modern information and communication technologies into the management system of public education institutions, achieve transparent and effective public control, including ensuring the connection of all institutions to telecommunication networks, create a source of information accessible to all, and introduce an electronic rating system for assessing their activities; First of all, it is necessary to distinguish the levels of the educational process, and then determine the management features of each of them.

In general, to manage the educational process, it is necessary to use the full management cycle: obtaining information about its results, analyzing it, identifying problems and formulating goals for the further development of the educational process, planning to achieve them, organizing themselves and students (and in general at school - the entire school community) to implement the plan, monitoring the results, based on the analysis, both the process itself and its management should be regulated. To determine the essence of educational management, it is necessary to identify the initial unit of analysis of the management process, which combines all aspects of management. Such a unit is called a management situation.

From the point of view of pedagogy, it can be called an educational-pedagogical situation. The educational-pedagogical situation combines a set of conditions in which the teacher and the student actively participate as subjects of pedagogical educational activity. These conditions and a set of conditions constitute a real environment (educational and educational situation), in which decisions are

made about how to influence the student to facilitate his transition from the initial state to a qualitatively new one. Decision-making is related to the purpose of management activities and is aimed at eliminating any contradictions and solving problems. In addition, special attention should be paid to the activities of leaders in schools. The main task of the management of educational institutions is to create the necessary conditions in the team to achieve positive results in organizing the educational process, to prepare competitive graduates, and to develop a holistic education system. Based on this, if we consider the school and the educational process as a whole system, interconnected, their management should also be systematic. We can see the content and essence of the systemic approach to analyzing the specific characteristics of educational institutions based on the following principles: Goal-orientedness of the activities of subjects; Complexity - the fact that the object is a complex of interconnected constituent parts; Integrativeness - the mutual unity of internal and external factors serving movement and development; Interdependence - the existence of the object as a separate system and as a constituent part of a higher-order integrated system; Communicativeness - the fact that it has the properties of interaction with the external environment and other systems; As a systemic object of management activity, an educational institution has the following specific features: integrative qualities, none of the constituent parts taken separately have such qualities; constituent components, which are organizational parts of the school; structure - these are the established connections and relationships between the constituent parts; functional characteristics of the system and its individual components;

Based on the above understanding of the essence of management and the stages of management activity, the following job description is proposed: educational management is the provision of motivation and reflection tools in the targeted direction of self-development and self-development in conditions of mutually directed and interdependent interaction between the teacher and the student.

Summary

The conclusion is that the type of management of a schoolchild's education can be programmatic and situational according to the algorithmic nature of the implementation of management actions, and command and reflexive according to the source of the emergence of management actions. There is an intermediate between these polar types. Such a division of types of management of education, of course, has a formal character. In improving the quality of education in schools and managing it, we can achieve changes and developments only if we pay attention not only to the activities of the leader but also to other factors.

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