

DEVELOPMENT OF STRATEGIC MANAGEMENT SKILLS IN THE ACTIVITY OF EDUCATIONAL SPECIALISTS IN GENERAL SCHOOLS

Azimova Dildora Khaitboevna

Student of the Department of Management
of Educational Institutions at the International Nordic University

Abstract

In this article, the development of strategic management skills in the activities of educational specialists in general education schools, certain criteria of its uniqueness in the theory of educational management, the unique characteristics of the strategic management education system, the Information is provided on the effects of the management of the development of the educational system on the introduction of technological, pedagogical, organizational innovations, and the means of changing the relations of the educational institution with partners and competitors.

Keywords: innovative, pedagogical, technological, strategic, management, functional level.

Introduction

In the theory of educational management, its uniqueness is manifested in different approaches to management classified according to certain criteria. These approaches determine the essence of the management process and can serve as a subject of analysis in the process of historical-pedagogical research of its evolution, perform the function of qualifying the leading paradigm of this management. Undoubtedly, each of them brought a certain benefit at one or another historical stage in the process of formation of management. The analysis of works in the field of strategic management made it possible to reveal the essence and specific features of such management, to determine the main features of the concept of "strategy" and its connection with the concepts of "development" and "forecasting".

In modern society, education is becoming the main factor affecting the level of development of human capital, as well as the entire country. Such a role significantly changes the requirements for the activities of educational institutions, which implies the need to introduce new teaching methods, increase the activity of students' involvement in the creative process, form moral and cultural values, and create conditions for others. promotes. When education is understood as a property of a person, a means of his self-realization, the need for innovative education becomes more and more important. All this leads to the development of the educational sector and the creation of the market of educational services, taking into account the competitiveness of human capital.



REFERENCES AND METHODOLOGY

In education, the concepts of "strategy", "strategic management (management)" were introduced to show the differences between operational management and management, in which the main focus is on external factors. However, the authors put different emphasis on defining this essence. Therefore, G. Mintzberg, J. Quinn, S. Goshals view strategic management as "the process of determining and establishing the connection between the system and its environment, which consists of the implementation of selected goals and attempts to achieve the desired state of relations." It enables efficient and effective interaction with the environment by allocating resources.

The theoretical and methodological foundations of managing the development of educational services have been considered in the works of many domestic and foreign academic economists. Various aspects of solving this problem were revealed by Makhmudov A.A., Saidov M.Kh., Matmurodov F.M., Nabiev D.E., Tashmurodova B.E., Ziyanova N., Suyunov D.Kh., Ravshanov M.N., Butabaev M.SH, Egamberdiev E., Khodjakulov H., Akhmedova A.T. . Gershun A., Gordon M., Kaplan R., Nelson Richard R., Norton D., Thomsop R., Winter Sidney J., Agranovich M., Andreeva I.V., Bely E.M., Berezin I.N. It was reflected in the works of Boyko L.I., Dusavitsky A.K., Demin V.M., Zaborova E.K. Ivanova I.N., Kelchevskaya N.R., Krukhmaleva O.V., Lazareva G.I., Martynenko O.O., Novikova A.M., Peregudova F.K., Romanova I.K. and other works are known.

Strategic management The educational system has its own characteristics, which are determined by:

- The field of education has been and remains one of the most innovative fields, which mainly determines the effectiveness of innovative activities in other fields;
- educational system This is a global system of open, flexible, individualized, creative knowledge, continuous education throughout a person's life, production innovations in the field of education (teaching and teaching technologies, methods and methods) and represents a (new) unit of management innovation. Economic mechanisms in the field of education, new organizational structures, institutional forms);
- managing the development of the educational system, providing the system of influences on the introduction of technological, pedagogical, organizational innovations, providing the necessary trends, anticipating and eliminating possible crises and contradictions, maintaining the integrity of the system refers to the organization in such a way as to provide;
- the strategic management of the educational system has an innovative nature and is associated with strategic risks, including various political events, unexpected state laws and regulations, and the inconsistency between social demands on the educational system and its real resources. includes risk management.

The use of the strategic paradigm in the study of the development of the management of the educational system, in our opinion, allows sorting out not only the leading trends of this development, but also the most important trends.

It is based on the general theory of activity presented in the works of LS in the context of the paradigm of strategic management of education. Vygotsky, VV Davydova, EV Ilyenkova, AN Leontiev, SL Rubinshtein, GP Shchedrovitsky and others, we singled out a special form that



best corresponds to the genesis of the educational management system in the region - "task management". By "tasks" we understand the conditions of the future result (goal) model, the means of achieving the result, the methods of using funds, the conditions for the implementation of activities and the criteria for evaluating the future result. In this sense, "task" can be seen as a synonym of "strategy". It does not change until a need is satisfied or there is a need to switch to another alternative (change strategy). Completing the formulation of the task brings the subject of action to the implementation of the strategy, i.e. to the "executive" stage. It is from this moment that he gets the opportunity to move to the real use of the selected tools and methods, that is, to move from the "internal" preparation process to the real "external" activity, to the real practice of satisfaction. initial need. In the activity approach aspect, there are tasks related to the analysis, study, definition, development and testing of management decisions. The way to the goal is found by solving these problems. SL Rubinstein and AN Leontiev clearly interpreted the meaning of the task as the unity of the goal and the conditions for its achievement. When the conditions for achieving the goal change, but the goal itself remains, the task also changes. In the conditions of the implementation of the principle of activity in educational management, the result is not the educational system, but the result of the approach to the system, i.e. the quality of tasks set by the system. In this case, we can talk about the evolution of educational management in terms of production quality.

RESULT AND DISCUSSION

Strategic goals are the main activities that lead to the realization of the mission of the educational institution. The goal expands and clarifies the mission statement, defines what quality results (changes) should be achieved. The main goal of the goal is to motivate school teachers, to convince them of the need to carry out the assigned task, and to direct them to the development strategy of the educational institution. Strategy implementation solves two interrelated tasks:

1. **Strategy** is a means of changing the relations of the educational institution with partners and competitors, as a result of which the educational institution will have competitive advantages.

2. **Management of the educational system:** internal changes (complex material and technical, methodological equipment of institutions, changes in the organizational structure and professional excellence of its leaders and employees). This allows you to respond appropriately to changes in the external environment, adapt to them and use them for your own purposes.

Strategy development begins with detailed answers to the following questions:

What is the educational system, educational institution and their activities today? What are our services and products, tasks, place in the education market? What should they be like tomorrow, 5-10 years from now? What do we need to do to achieve our goals?

Methods When developing a strategy, it is necessary to take into account the multi-level nature of the activity of the educational institution. The city system of education related to the entire educational institution, taking into account the interests of the corporate level. The level of assortment determines the directions of activities for the implementation of educational



services for all categories of consumers . The functional level ensures the solution of the tasks set in the previous levels.

- When developing the strategy, the conditions surrounding the education system are analyzed:
- Opportunities and trends in the development of budget and commercial demand for educational system, educational institution services;
- Possibilities of integration with other educational systems, educational institutions;
- Opportunities for vertical integration of education with external developers, customers, intermediaries and consumers of services;
- Strategy development is based on a number of principles that allow you to more clearly define the ways to achieve strategic goals.
- The theory of gradual growth is the gradual adaptation of the system of the educational institution to the conditions of the external environment.
- Flexible approach - rapid changes and planning activities based on current conditions.
- Creativity- Emphasis on foresight in solving present and possible future problems.

Consider the following when developing a strategy:

- To cover all spheres of educational system, educational institution activity;
- Compatibility with external conditions;
- Compliance with resource capabilities;
- Communication with the long-term directions of development of the educational system, educational institution;
- Taking into account the priorities in the goals and tasks adopted by the educational institution;

The development strategy of the educational institution can be presented in the form of a strategic plan. A strategic plan is a short document focused on the main thing to increase the competitiveness of an educational institution. A strategic plan contains ideas for management and employees, potential investors, authorities and the public to guide them in making quick decisions, taking into account the vision of the future. The strategic plan does not cancel or replace other types of plans, it only defines development in the most important, priority directions for the educational institution. The strategic plan will be developed and implemented on the basis of open, public-private partnership.

The strategic plan defines the general direction (strategy) of the development of the educational institution for up to 10 years. This is the main focus, the most promising directions, potential, strengths and weaknesses identified on the basis of the analysis of the educational institution, possible scenarios of the development of the outside world.

- the main goal of the development of the educational institution at the current stage; It is recommended to develop the text of the strategic plan (strategy) in three options:

The main official version;

The full version includes the detailed rationale of the chosen strategy, as well as the projects and programs that define the actions of the plan. It is released as a bundle of applications to the main version;

The following main stages are carried out in the process of strategy development:

Analysis (state diagnosis, study of external and internal factors determining development, SWOT analysis);



Setting the goal (determining and confirming the main goal, main strategic directions, goals)
 Planning (formulation of personal strategies and selection of measures to achieve goals in each direction, distribution of responsibility for the implementation of the plan).

Improvement and improvement of the strategic plan is carried out every 3-5 years. The main task of strategy implementation is to build an organization with high strategic potential, able to quickly adapt to changes in the external environment, competitive and achieve consistent high results in the long term. In the process of implementing the strategy for the implementation of this task, the administration of the educational institution focuses its activities on the following areas:

- Allocation of resources between activities, which is especially important in the case of a lack of resources or their high cost;

- Strategy support, including ensuring continuity of strategy elements at all levels of hierarchy and functional units by communicating, aligning and coordinating strategic visions, missions, goals and strategic guidelines throughout the faculty create a policy. all plans, programs, projects of the educational institution;

- the strategic goals of teaching staff, including not only financial incentives, but also administrative methods of controlling and influencing employees, as well as measures to promote morale and career growth encouragement;

remuneration, taking into account the level of responsibility for the achievement of results and the contribution to the achievement of the set strategic goals and objectives during the implementation of strategic and tactical plans;

- Creating a corporate culture that supports the implementation of the strategy, including "building the corporate spirit", developing employee loyalty, reducing personnel turnover, increasing initiative in accordance with the goals of the educational institution, socializing the organization's employees;

- Development of methodological and organizational tools to provide all employees of the educational institution with the necessary information and communications, to manage the implementation of the strategy;

establishment of a system of continuous professional development and professional development of pedagogic personnel, exchange of mutual experience, support of initiatives, continuous educational and practical training in order to create a creative environment organization of seminars; career management:

Responsibilities for strategy formation should be distributed taking into account the characteristics of the organization's culture, traditions and management style. A mismatch between culture and type of responsibility often results in ineffective strategy. Thus, if an authoritarian culture is formed in an educational institution where the leader's decision is final and non-negotiable, the introduction of the system of group responsibility actually paralyzes the institution's activities, because team members have equal rights. powers cannot make a single independent decision. On the contrary, the "democratic" style of management, the tradition of collegial decision-making in the institution, strongly opposes the centralization of responsibility for strategy development and implementation by the leader, even in emergency situations that require authoritarian management.



A strategic choice is best if, in its implementation, the opinions of the best specialists of the institution in their functional areas are taken into account. It is necessary to ensure the distribution of responsibility for strategic decisions between them, the optimal ratio between initiative and caution, between risky measures and conservatism:

When forming a strategic management group, conditions are created to take into account the ideas of experts with different (and often conflicting) opinions, which makes it possible to reach a compromise in the formation of a strategy. This, in turn, reduces resistance to strategic changes in the educational institution and increases the effectiveness of strategy implementation;

Creating a team to formulate and implement a strategy means choosing experts who have a common strategic vision and the same understanding in the organization. Tasks that use the same tools to implement strategic goals and strategic decisions, etc. A team of like-minded people has a strong synergistic effect and increases the competitive power of an educational institution.

However, collective responsibility in strategic management can be a factor of organizational weakness if the responsibility of each member of the team is not balanced with his/her powers and responsibilities. Also, if the boundaries of responsibility for specific individuals are vaguely defined, cross, or not fully inclusive, group responsibility reduces the strategic effectiveness of the organization.

One of the main factors in achieving the competitiveness of an educational institution is the formation and strengthening of organizational advantages. The existence of stable external relations of an educational institution is an important organizational advantage, because in market conditions, extensive relations with guarantees of multiple levels of communication, coordination and control are necessary. When evaluating the developed strategy, a set of indicators of the external and internal environment is taken into account. During the analysis, the performance of the state task by the educational institution, the level of consumer satisfaction with educational services, the competitiveness of the educational institution, and the increased reputation of the institution in the society are evaluated. The success of the strategy is evidenced by the balance of the educational institution's budget, teachers' attention to the introduction of innovations, the formation of the organization's value system, the absence of conflicts and other features of the social and organizational environment.

The development program, which is one of the main elements of the management regulatory system of the educational institution, has its own characteristics. It includes: analysis of factors affecting the state and change of the educational system of the educational institution; analysis of strengths and weaknesses, opportunities and limitations; problem analysis of the state of the educational system of the educational institution; goals and expected results of the educational institution development program; actions to achieve goals; development program implementation plan; cost estimate project, monitoring of planned results. The result of project activities for the implementation of the goals of the development program should be significant changes in the educational process as a whole - changes in goals, structure, technologies, personnel, conditions, etc.



Thus, the program for the development of an educational institution in modern conditions is an innovative mechanism that helps an educational institution to modernize its educational activities in accordance with state, regional and city requirements for the results of educational activities. In our opinion, it is very important to once again focus on the separation of the content of two documents in an educational institution: the educational program and the development programs. The content of the educational activity is regulated by the educational program - a document that defines the goals, content, technologies, and results of changes of the student and the student during the educational activity. The content of this document includes licensing and state accreditation of educational institution compliance with the state educational standard, the structure of the basic general education program.

CONCLUSION

Summary Briefly, the Development Program describes the changes in the infrastructure of the educational institution that ensures the implementation of the educational program. The relevance of educational goals, innovativeness of content, modernity of educational technologies and teaching-methodical systems used, i.e., all aspects that justify the relevance and modernity of education can be revealed. In the development program, it is necessary to focus on changing the legal, organizational, financial, management and material conditions of providing the educational process in the direction of increasing the quality, convenience and efficiency.

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