

## STAGES OF PLANNING THE DEVELOPMENT OF AN EDUCATIONAL INSTITUTION

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### Abstract:

In this article, the author compiled methodological instructions for managing an educational institution based on the general laws and principles of management. The methods of educational management are one of the methods of managing the socio-psychological environment in the conditions of a large-scale flow of information, and it is a method of targeted influence of the management subject on the management object.

**Keywords:** TM strategy, modernization, skills, educational services market, social-labor relations, Flexible corporate culture.

### Introduction

The uniqueness of management methods based on the development strategy depends on the authority of administrative management personnel, their ability to set an example and the dominance of motivations, and not on the use of coercive power. Accordingly, at first, measures will be developed in order to form perceptions and understandings of the urgency and necessity of implementing the unified planning strategy of TM among the pedagogical staff. Such implementation of the work leads to a radical change in the attitude of TM employees to their work and to an increase in the quality level of the potential of their personnel. Ensuring the broad participation of all employees in the management becomes an important task of the management of the educational institution at all stages of the implementation of the target strategy of TM. An appropriate motivational environment is created to support the implementation of this task. All previously used principles of encouraging active and effective work are revised, the methods of material, moral and social stimulation of employees and professors of the institution are directed to the use of motivational mechanisms that ensure their personal and collective development. Inevitably, there is a subjective acceptance of different points of view, positions and concepts, as a result of which resistance to particular innovations and the concept of development in general manifests itself. Therefore, overcoming the resistance that arises becomes another unique task of the HEI administration, since such problems did not exist in the management of the usual understanding and practice processes. But such manifestations cannot be overcome by means of coercion or giving orders, but it is necessary to search for effective means and tactics to understand and accept the ideas of TM strategy.

Measures for working with teaching staff should be aimed at solving problems in a corporate way, i.e. in a collective way, because they are considered teachers and scientists in the field of their knowledge and skills, quick management, identifying and solving internal and external problems, nor do they have the skills to organize to find solutions together. Therefore, a vital condition for ensuring success is that the formation of appropriate qualifications and skills among professors and teachers is a necessary task.



The role of control in development management is also unique. It is based on promotion principles and tactics. Controlling the progress of the program execution according to the rules is distributed at different levels and at the same time provides an aggregate picture of the current state of the completed action program.

The leading task of the TM Strategy is to create conditions for achieving high-quality education that meets the requirements of the current market, to develop motivational mechanisms to activate the development of personal creative and organizational qualities, and to use them in innovative activities, both in the activities of students and subjects of the educational process.

The laws of educational management consist in the fact that in the process of implementation of management tasks, the interrelationships of components and events are repeated and they are divided into general and private. General laws are characteristic of all management systems, and specific ones are related to the specific characteristics of the implementation of the activities of individual organizations.

The regularity of management is manifested when laws come into force: compliance of the social content of management with the form of the management object; advantage of the effectiveness of conscious and planned management; parity of subject and object in management system; the integrity of the management system; the integrity of the action of governing laws.

It is natural that the benefit of conscious management of learning is more important for the effective functioning of the organization, because in general, an organized management system for useful programs is preferable to a disorganized management system. Thus, targeted programs and systematic approaches are widely used in educational management today.

The legitimacy of the equality of the subject and the object of the management system is manifested in the content of management, which is in full compliance with the requirements of the management object.

As a result, the demands of political and socio-economic changes in the external environment, the pressure of scientific and technological progress aimed at the stable progressive development of the state are increasingly reflected in the management of the education system.

Horizontal and vertical division of labor, division of management labor and regular deepening of cooperation processes also belong to the category of general forms of educational management, because it is related to the expansion of the scope of systems that qualitatively manage educational processes in accordance with the current market requirements, the formation of non-traditional tasks and types of activities. Distribution processes are expressed in the cooperation of management work, which requires its coordination, in other words, the consistency of the actions of subjects.

The effects of private or subjective laws are observed in separate aspects of the control system: change of control functions, optimization of discharges and the number of control stages, comprehensive control.

The laws of changing the management functions of the educational institution are manifested in increasing the level of importance of some tasks and reducing another type depending on the hierarchical levels of management. Thus, at the level of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, the tasks that mainly cover the content of education (strategic tasks covering curricula, programs, state educational standards, textbooks, training manuals, etc.) tactical issues related to the implementation of the goals are resolved.

In the same way, within the economic entity of one educational institution, the content of the tasks



of the rectorate is differentiated as the upper level of management, deans - the middle level, and departments - the lower level. The law of optimizing the number of management steps is reflected in the elimination of unnecessary management connections, as their branching is reflected in the level of speed, flexibility and efficiency. The law of concentration of educational management functions is that management is expressed in the desire to concentrate more functions at the level of each department, that is, to expand and increase management staff.

However, this will inevitably lead to increased bureaucracy. The law of wide branching of control is manifested in the representation of the number of subjects subordinate to one leader (in the field of management) and is directly reflected in the effectiveness of management and control of the execution of tasks. In the field of management, it is considered effective when one manager is assigned a subordinate consisting of 7-10 employees. When exceeding the specified limit, the effectiveness of quality control and regulatory mechanisms decreases.

It is necessary to demonstrate the objectivity of all types of education management laws, and this should be fully taken into account at the stages of the formation of education management principles.

The principles of educational management are theoretically and practically defined generally accepted rules, a system of management of the educational process, and indicate the basic requirements for the system, structure and organization of the management of the educational process. They reflect tasks, specific content and have general and specific details.

The general principles of educational management are universal and are reflected in all areas of management. All management principles are characterized by interdependence and mutual conditioning. For example, in management, expediency, planning, competence, motivation, maintaining discipline are a vital necessity, and the denial of any of them leads to a violation of the clear functioning of the management system.

The principles of private management, in turn, have a local character and are expressed only in certain regulatory processes and aspects of management. For example, in relation to the management of educational institutions based on corporate culture, it is necessary to follow cultural, value-based, systematic, territorial and mission-specific principles.

Based on the general laws and principles of management, methodological guidelines for managing an educational institution are developed.

The methods of educational management are one of the methods of managing the socio-psychological environment in the conditions of a large-scale flow of information, and it is a method of targeted influence of the management subject on the management object.

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