



Innovation of General Education Schools Management Principles

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Abstract: *In the modernization of the education sector, it is necessary to have a system of principles in order to effectively organize the improvement of the management process of general secondary schools. This issue is raised in the article, which talks about the principles of innovative management of general education schools.*

Keywords: *education and training, scientific and goal-oriented, systematic, based on marketing ideas, comprehensiveness, personal responsibility, pedagogical support, management process, modernization, general secondary school, quality of education*

INTRODUCTION

As in all spheres, certain principles are stable in the process of management, and their ideological content ensures the guarantee of the results obtained from it.

It is indicated that management should be carried out on the basis of the stability of the following principles:

democratic centralism;

idealism and science;

personal responsibility¹

In the modernization of education, it is necessary to have a principle-system in order to effectively organize the improvement of the management method of schools.

According to M.M.Potashnik, there are about 40 principles of the management process of general education schools.²

Therefore, in the process of research, the task of determining the principles that allow effective management of the innovative activities of schools was solved.

In our opinion, the following principles are important in improving the management process of schools in the modernization of education:

1) stability of democratic and humanitarian ideas;

2) scientific and goal oriented;

3) systematicity;

4) based on marketing ideas;

5) complexity;

¹ Education quality management // Ed. M.M. Potashkin. - M.: Pedagogical Society of Russia, 2001. - 448 p.

² Potashnik M.M. How to develop pedagogical creativity. - M.: Pedagogy, 1987. - 111 p.

- 6) performance of educational tasks in accordance with the requirements of regulatory documents;
- 7) personal responsibility;
- 8) pedagogical support;
- 9) mutual integration between general education schools and social organizations;
- 10) taking into account the specific situation.

The essence of these principles will be explained in detail below.

The principle of systematicity includes: 1) internal content - a set of interrelated components that ensure the process of mutual cooperation of the management subject with the object; 2) external content - reflects communication involving the external environment.

The number of students and employees (pedagogical, assistant and administrative staff) in the internal structure of general education schools, their specific characteristics (for example, the average age of teaching staff, level of information, professional training, work procedure), material and technical basis of the institution, traditions of the pedagogical team, activity goals, educational (psychological, aesthetic, sanitary-hygienic) conditions are reflected.

The external structure of schools consists of objects and subjects of the social environment - the population of the region, trade centers, cultural-educational and sports facilities, institutions, social organizations, mass media, communication with parents, the level of socio-economic and socio-ideological development of society. .

In the conditions of modernization of education, management tasks in improving the management of schools are reflected in the following four levels:

1. The tasks solved by the head of general education schools represent the solution of management in individual and collective forms, that is, in mutual cooperation with the board of founders, the pedagogical council, the pedagogical team and public organizations.
2. Tasks solved by the deputy heads of schools - they are solved in individual and collective forms (in cooperation with the pedagogical council, methodological council, etc.).
3. Tasks to be solved based on the cooperation of subject teachers, class leaders, parents' committee and others.
4. Tasks to be solved by students are performed by organizing the activity of their self-management bodies, departments, clubs.

The principle of being based on marketing ideas is of great importance in the management of innovative activities of general education schools. Therefore, marketing is a set of activities that creates an opportunity for the formation of innovations and innovations, the preservation of resources that help to ensure the competitiveness of general education schools, and the collective development. According to the essence of this principle, the activities of general education schools should be organized based on the needs and interests of students and parents .

In the conditions of market economy relations, marketing is seen as an integral part of the development program of general education schools. The marketing approach to the management of innovative activities of general education schools is fully reflected in the essence of the following principles:

- 1) a need that is stable in the decision-making process;
- 2) a mature account of the situation and demand dynamics;
- 3) creating conditions for studying demands and needs based on a long-term perspective, not from the point of view of temporary benefits;
- 4) influencing consumers of educational services through advertising technologies;
- 5) constantly conduct marketing research.

Based on the principle of fulfilling educational tasks in accordance with the requirements of regulatory documents, the duties of the head of general education schools are determined. Marketing, organization of diagnosis and planning, accounting and analysis of results, organization of control, motivation of pedagogical staff and students, regulation of the general activity of the institution are the main tasks performed by the manager. Some of these tasks are discussed below.

For example, in planning, the analysis of situations and external environmental factors, evaluation of alternative options for goal implementation, features of innovative activity planning, development and implementation of planned situations, number of participants in this process, professional skills of pedagogical staff, volume of professional activity and other circumstances are taken into account.

Innovative activity of general education schools and social orientation of tactical plans;

- 1) priority and superiority of strategic (high-level goals) and tactical (one-year current goals, monthly tasks) plans;
- 2) allocation of strategic planning objects and their resources according to their importance in order to rationally distribute them;
- 3) the planning itself is carried out according to a number of principles. Including:
- 4) compatibility of the plans with the existing financial conditions;
- 5) development of alternative plans guaranteeing the achievement of certain goals and achieving low cost in their implementation;
- 6) economic justification of the plan;
- 7) providing feedback of the planning system;
- 8) choosing the most convenient form of plan implementation;
- 9) regulating the period of activity and ensuring its consistency and priority;
- 10) carrying out analysis of activity and graphic (written) plan, which allows to analyze the maturity of measures.

It is appropriate to define interrelated action mechanisms, which include the implementation of the plans developed during the organization of the pedagogical activity process, the distribution of tasks among the participants, and the determination of their rights and obligations. Also, recording the time and expenses spent for the implementation of educational goals, spending resources requires careful calculation.

Regular, complete, high-quality and effective implementation of the plan is one of the main conditions for achieving efficiency in management.

The following requirements should be taken into account when developing educational plans based on theoretical analysis, implementing them and recording the results:

- growth of indicators;
- systematicity, i.e. calculation of indicators of external and internal order of the system;
- persistence;
- effectiveness, that is, the use of indicators in improving the quality of work.

Control is related to the implementation of the program, plan, assignments and the requirements of regulatory documents that implement management decisions. Organization of control can be recognized as a continuous and orderly process aimed at checking the implementation of plans.

Control is carried out in the following four stages:

- 1) organization of monitoring and analysis of results regarding the implementation of educational plans;
- 2) mutual comparison of achieved and planned results and identification of differences between them;

- 3) predicting the consequences of the situations that have arisen;
- 4) actions aimed at making certain corrections to the process.

Treating with respect to the subjects whose activities are being supervised, organizing the supervision in an upbeat mood; addressing educational subjects by name; respect for the supervisor's opinion, benevolence, sincere praise for their achievements, pointing out mistakes not directly, but indirectly, allowing the person whose activity is being supervised to preserve his reputation, ensure the success of the supervision process.

Determining the factors that determine the existence of control general education schools allows comparing the content of the organized activities with the established educational goals and tasks, planning the interest of the pedagogical team and students, and predicting the results in advance.

Promotion and regulation are the next important tasks of managing the innovative activities of educational institutions. In the sources, motivation is considered as a dynamic process of the development of the educational system with a complex integrated structure from a psychological point of view. We believe that the process of motivation is one of the necessary conditions for the active organization of activities by the subject, therefore it is appropriate for leaders in educational institutions to pay serious attention to the motivation of pedagogical staff and students in order to effectively organize innovative activities.

In the context of the principle of compliance with certain norms, it is considered that the activities of educational institutions are organized in accordance with certain regulatory documents and the requirements set forth in them.

Usually, the concept of "norm" is mandatory rules recognized by the general society, the procedure for carrying out certain activities, a pattern of movement; It is defined as the average value (quantity) of a known thing.

The content of the regulatory approach is to establish management standards for all components of general education schools - education, upbringing, etc. Priority standards in the activity of educational institutions should meet requirements such as comprehensiveness, efficiency, reliability, and the possibility of prospective application in space and time.

In the modernization of education, the complexity of improving the management of general secondary schools means the need to take into account social, economic, scientific-technical, organizational, pedagogical, psychological and ecological features and their interactions in the process of providing educational services. Therefore, in the conditions of education modernization, it is appropriate to determine demographic, ethnographic, qualification and other aspects in improving the management process of general secondary schools. In the process of conducting the research, it was determined that it is necessary to form a pedagogical team with the participation of specialists of different ages in order to effectively organize innovative activities. After all, young teachers tend to actively apply various innovative technologies to the educational process, but in most cases, they do not always successfully achieve educational goals due to their lack of pedagogical skills and sufficient life experience.

In innovative management, mutual integration between general education schools and social organizations is manifested in:

- 1) establishing mutual cooperation between heads of institutions, management staff, pedagogical team, management bodies, student self-management bodies, subject teachers, students and their parents;
- 2) strengthening interactions between different management levels, that is, joint management of the activities of general education schools - according to this, all members of the general education school team are actively involved in the process of decision-making and adoption. Collaborative management primarily involves planning activities. In strengthening the interaction between

management levels, it is necessary to take into account differentiation, individualization, rights and powers of self-management bodies, demandingness, collective and creative nature of activity;

3) to achieve high efficiency in the activities of management bodies by organizing temporary creative groups (for example, scientific-methodical council, expert panel, etc.) on the basis of mutual assistance provided by the public.

In the conditions of modernization of education, the priority of pedagogical support in improving the management process of general secondary schools helps each member of the team of the educational institution to realize their internal potential. Promotion should be carried out by establishing an attitude based on humanitarian ideas among all members of the institution's team.

It is natural that pedagogues who are encouraged for their talent and effective work will work better, be devoted to their profession, and show love to students. Constant encouragement of gifted students creates educational activity in them. Educational or educational activity is the main factor of thorough assimilation of scientific knowledge.

Taking into account the specific situation in improving the management process of general secondary schools in the conditions of modernization of education helps to objectively evaluate specific efforts and effective activities. By considering a specific situation, it becomes possible to analyze the suitability of different management methods.

In the researches of M.Mirkosimov, "management methods" are expressed in the form of "management methods", and their essence is explained as follows: management methods are for teachers, educators, technical staff, in general. It is a tool for influencing the school team, and these tools ensure the coordination of the activities of these employees and teams in the process of achieving the set goals.

That is why it is important for school leaders to choose the right management methods and use them correctly in the organization and implementation of internal management.

Management methods are derived from existing relationships within the school, such as educational-educational, financial-economic, classroom and extracurricular activities, various cooperative activities of the school, work with the team of teachers.³

At this point, the author offers the following methods of management:

1. Organizational and administrative methods of management.
2. Social-psychological methods of management.
3. Legal methods of management.
4. Direct instruction methods of management.
5. Methods of using incentives in management.
6. Methods of moral development of personnel.
7. Monitoring method in management.
8. Conversation method in management.
9. The method of analyzing school documents

According to Yu. V. Vasiliev, the methods of pedagogical management consist of activating the object of management, organizing the activities of students and teachers, directing their activities, organizing control over them, etc., and correspond to the methods of organizing the educational process.⁴

Due to the large number of internal and external factors, it is impossible to choose a single method that is convenient for improving the management process of general secondary schools in the

³ Medynsky V.G. Innovative management / Textbook. – M.: INFRA-M, 2002. – 210 p.

⁴ Vasiliev YuV. Pedagogical management at school: methodology, theory, practice. - M.: Pedagogy, 1990. - 143 p.

conditions of modernization of the education sector. The most effective methods allow to achieve the educational goal set by general education schools. In pedagogical science, there is no single point of view regarding the classification of methods that are considered effective in managing the innovative activities of educational institutions. For this reason, the author of the study puts forward the proposal that in the classification of methods effective in improving the management process of general secondary schools in the conditions of modernization of education, the methods representing the influence of management subjects on the object should be taken as a basis. That is:

1. Organizational-administrative methods with a mandatory nature (study of regulatory documents and quick management methods).
2. Economic methods (formation of a salary (wage) system according to the quality and efficiency of professional activity; incentives (setting awards, paying additional fees to the basic salary, introducing social service payments, granting preferential loans, preferential insurance of the property and life of pedagogues, fines system application, etc.).
3. Sociological methods (test, questionnaire, timing, interview, question-and-answer, interview).
4. Psychological-pedagogical methods (studying the psychological portrait of a person, determining the motivation of needs, conducting monitoring, direct observation; moral stimulation of pedagogues (rewarding with praise and honors, badges, presenting valuable gifts, etc.).
5. Forecasting method (implementation of educational plans and prediction of activity results).

Based on the opinions expressed above, it can be noted that the principles of improving the management process of general secondary schools in the conditions of modernization of education do not repeat each other, but serve to illuminate various aspects of this process (in particular, innovation, marketing, acceleration of information exchange in the social environment, social adaptation, etc.).

In general education schools based on administrative management, the leader is the "sole governor" and important decisions are made only by him. One of the important characteristics of a leader in educational institutions that implement innovative activities is his support for innovations, stimulation of creative activities of teachers, and support of talented students.

Thus, in the context of the renewal of society, encouraging the organization of innovative activities by educational institutions is considered an important socio-pedagogical necessity. In the conditions of modernization of education, the selection of effective principles in improving the management process of general secondary schools and acting in accordance with them not only increases the effectiveness of education, but also ensures the successful implementation of the social order set by the society to educate a complete person and a qualified specialist.

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