

## THE MAIN FUNCTIONS OF PEDAGOGICAL MANAGEMENT. FUNCTIONS OF THE TEACHER'S MANAGEMENT ACTIVITY AS A SCHOOL EDUCATION SYSTEM AND MANAGEMENT OBJECT

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The management function of the educational system is the actions of the management entity in relation to the educational institution (management object) or in relation to the external environment. The complete management cycle consists of four main management actions, according to which the main functions of the management of the educational system are allocated. These types of management actions (planning, organization, management and control) together form a complete management cycle - from setting goals to their implementation - and therefore can be considered necessary and sufficient. In addition to those listed, the main functions of school management (which are often found in pedagogical literature) include motivation, pedagogical analysis, and goal setting. Some modern researchers of educational institution management problems distinguish the following management functions show: informational-analytical, motivational-analytical, motivational-targeted, planning-prognostic, organizational-executive, control-diagnostic, regulatory-corrective. These functions represent the sequence of connections that make up the control process for all self-managing systems. They are interconnected and gradually replace each other, forming a single control cycle. We will briefly consider the content of management functions of educational institutions and the conditions for their implementation. Information and analytical function. Updating the management of the educational institution is related to the formation of the information-analytical activity system as the main tool of management. One of the main features that determine the performance of any system is communicativeness, a characteristic of information flows circulating in it (the content of information, its degree of centralization, sources of acquisition, bringing it to the level of decision-making). The management activity of the heads and management bodies of the educational institution is formed as a whole in the process of pedagogical analysis of the information about the activity of each link of the educational institution. Pedagogical analysis Information is called a management function aimed at studying the actual state of affairs and the validity of using various methods and tools to achieve goals, as well as objective evaluation of the results of the pedagogical process and development of regulatory mechanisms of transfer. system to a new quality state (T.I.Shamova). Motivational-purpose function. A goal is a

consciously expected result. The main task of the motivational-target function is to ensure that all members of the teaching team do their work in accordance with the tasks assigned to them and the plan, as well as in accordance with the needs of achieving their own and collective goals. It is the main task of the leader, the stage of management activity, and its component. Goal setting is defined as a description of the expected results to which the activity should be directed. This is the formation or selection of the purpose of the organization's activity, as well as its clarification into sub-objectives and their coordination. The interpretation of this function in the theory of management within the school is unclear. On the one hand, the decisive role of goal setting is recognized both in the management activity and in the general activity of the organization. As noted, the existence of reasonable long-term goals is the main condition for the activity and development of an educational institution, and the ability of a leader to set them is one of the most important management qualities. However, at the same time, goal setting is not separated as an independent function and is considered as a part of another function - it is interpreted as the initial stage of planning or overall management. cycle, just like before it, and therefore it is removed from the system of control functions. On the other hand, goal setting is recognized as a management function both in terms of its content and in terms of its role in management. Proponents of this approach argue their position with the following rules. Goal setting can happen not only at the initial stage of management, but it may be necessary to reformulate or set new goals in the course of subsequent activities. At the same time, goal setting is not the first stage of management, but the result of other management functions;

The goal-setting function, by its content, is a complex and unfolding process over time, which has its own laws that are not characteristic of other management functions;

The functional responsibility of the manager is to set goals for the executives, which is also included in the operation process of the institution.

The main functions of pedagogical management. Functions of the teacher's management activity as a school education system and management object

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analysis, and goal setting. Some modern researchers of educational institution management problems distinguish the following management functions show: informational-analytical, motivational-analytical, motivational-targeted, planning-prognostic, organizational-executive, control-diagnostic, regulatory-corrective. These functions represent the sequence of connections that make up the control process for all self-managing systems. They are interconnected and gradually replace each other, forming a single control cycle. We will briefly consider the content of management functions of educational institutions and the conditions for their implementation.

**Information and analytical function.** Updating the management of the educational institution is related to the formation of the information-analytical activity system as the main tool of management. One of the main features that determine the performance of any system is communicativeness, a characteristic of information flows circulating in it (the content of information, its degree of centralization, sources of acquisition, bringing it to the level of decision-making). The management activity of the heads and management bodies of the educational institution is formed as a whole in the process of pedagogical analysis of the information about the activity of each link of the educational institution. Pedagogical analysis Information is called a management function aimed at studying the actual state of affairs and the validity of using various methods and tools to achieve goals, as well as objective evaluation of the results of the pedagogical process and development of regulatory mechanisms of transfer. system to a new quality state (T.I.Shamova).

**Motivational-purpose function.** A goal is a consciously expected result. The main task of the motivational-target function is to ensure that all members of the teaching team do their work in accordance with the tasks assigned to them and the plan, as well as in accordance with the needs of achieving their own and collective goals. It is the main task of the leader, the stage of management activity, and its component. Goal setting is defined as a description of the expected results to which the activity should be directed. This is the formation or selection of the purpose of the organization's activity, as well as its clarification into sub-objectives and their coordination. The interpretation of this function in the theory of management within the school is unclear. On the one hand, the decisive role of goal setting is recognized both in the management activity and in the general activity of the organization. As noted, the existence of reasonable long-term goals is the main condition for the activity and development of an educational institution, and the ability of a leader to set them is one of the most important management qualities. However, at the same time, goal setting is not separated as an independent function and is considered as a part of another function - it is interpreted as the initial stage of planning or overall management. cycle, just like before it, and therefore it is removed from the system of control functions. On the other hand, goal setting is recognized as a management function both in terms of its content and in terms of its role in

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It is the most important source of information for each participant of the process, control as a technology in various forms and methods (methods, means and effects) that provide such feedback. Regulatory-corrective function. The regulatory-corrective function is a type of activity to make corrections using operational methods, tools and effects in the process of managing the pedagogical system in order to maintain it at the programmed level. The task of the regulation and correction function is to maintain one or another level of system organization in a given situation. But when the situation changes, the regulatory function disrupts the stability of the organizational structure, adapting it to new conditions.

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