

## MODERN TENDENCIES OF MANAGEMENT OF EDUCATIONAL ORGANIZATIONS UNDER THE BASIS OF STATE AND SOCIETY ISSUES

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### ABSTRACT

The following article deals with providing an overview of current trends in state and community management of an educational institution and underlines that its existing social structures are not adequately described in existing education management systems. The article also defines the notion of education as a public-private partnership and identifies key indicators of public education management.

**Keywords:** Educational institution, subjects of educational process, community, state, society, management, opportunities of educational environment, relationship category, parent, student, pedagogue, education management in the form of state-society, guardianship.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Existing tasks of education system development and its implementation require expansion of public participation in formation and implementation of the state educational policy, management of education, evaluation of its effectiveness and quality.

According to A.I.Adamsky opinion, educational policy is a state and the relationship between citizens and the system of relations between the interests and needs of the state, as well as educational life interests and needs of the citizens. It is noteworthy that the issue is not about the governing structure, which is the relationship between the state and the education system, but about the policy that ensures access to high-quality, effective education [1; 34 p.].

One of the important objectives of education development is the development of a strategy for managing an educational institution based on the interests and needs of both the state and citizens.

Of course, in the process of solving educational problems, the relationship between state institutions and society varies both in the definition of tasks and in their resolution.

According to M. Yuldashev opinion, the formation of educational policy, the development of public participation in the management and control of the quality of education will be one of the top priorities of state education policy in the near future [2; page 16].

Among the principles of public policy is a democratic, state-governed educational institution, based on the principles of self-governance, which provide for the participation of educators, students, their parents or lawful representatives of the state governing education and community.

At the same time, the education system is the most powerful institution and instrument for training future civil society, and in many ways its policies determine the pace of development of civil society in the country.

Under these conditions, all parties involved in the government's education should understand that it is not about the new ideology and technology of managing an educational institution, but about the participation of free and responsible people in the development of the state.

Thus, on the one hand, the education system objectively depends on the distribution of power in society and on the existing relationship between the state and society; on the other hand, it creates conditions for changing these relations in favor of the development of a new generation of citizens.

Governance based on the joint activities of public authorities and local governments - on the one hand, representatives of organizations, civil society and the private economic sector - on the other hand, manifest a phenomenon of "state-society governance" in various social sectors, including education. [3]

The concept of governance as a state-public character from the outset meant that the educational policy of the state was to see this principle in the broader context, in the broader social context that is based on the relationship between the state and civil society.

While public administration is implemented at all levels of the education system, state-society performance indicators should cover all levels of the system. In this context, not only the heads of education authorities and educational institutions, but also education workers are part of public administration.

Thus, the form of state-society management as a principle of the state's educational policy should apply to all aspects of education and provide new conditions for the functioning of educational institutions and all participants in educational relations.

The content of the term "community" seems understandable for the first time. At the same time, from the point of view of modern civil society, the public is understood as active, initiative, responsible, self-interested citizens (including in education) and willing to defend them legally.

The education community may have different levels of subjectivity. The education community can be divided into professional and nonprofessional contexts to a certain degree. According to this classification, the professional community includes education workers who have created their own professional associations, societies, associations. It is important to note that in many developed countries such pedagogical associations have a strong influence on the education system.

There is a certain relationship and partnership between the nonprofessional community and the pedagogical community of educators themselves in managing an educational institution. If we mean collaboration between the head of the pedagogical team, the employer and the educators, other education personnel, the educational institution's staff is the state's representative in the field of education, in other words, the management of the school, including the parents community.

A.M. Moiseev interprets the concept of state-society administration as follows: “This is a particular type of governance that involves the constant and responsible participation of subjects and their authority in the management of education, which includes the interests, policies, guarantees and competences of the state in education. Cooperation is a characteristic that represents and realizes the interests of society and the population. Governance of education in the form of state-society can be done both individually but through collaborative state and public forms, as well as through the establishment of partner organizations and state-public forms” [4; p.78].

From this description we consider that the object of research of the problem of public administration in education is the only real, legal and social phenomenon in the institutional form of education management system.

As such an education management system, the activities of public authorities, its subordinate educational institutions, local self-governing authority, civil society organizations, citizens, and their coherent activities, norms, organizational forms, functions of education management are all at the levels of implementation.

Thus, summarizing the experience, we tried to describe the management of education in the state-society context as follows: *Governance of education in the form of state-society* is a form of government based on cooperation between the state and entities at all levels of education management with specific responsibilities for each subject.

The main indicators of management in the form of state-society are:

- The existence of a government structure with a specific mandate and responsibility for each subject of education;
- Real authority for all subjects of education management and the existence of a defined community structure;
- Coordinate cooperation of all levels (layers) of education management in the distribution of powers and responsibilities between the state and subjects;
- Adopting of a co-operative system for resolving conflicts and contradictions caused by state and public forms of education management.

The object of governance will not be only the state educational institutions, but also the entire system of cooperative activities of the state and the society.

The purpose of public education is to ensure that the interests of individuals, society and the state are aligned with the state and society.

The main tasks are follows:

- Provide participants of educational relations with legally established rights in the management of educational institutions;
- Democratization of state education management;
- Interest of participants in educational relations and meeting their needs [5].

To achieve this goal, the following tasks must be fulfilled: defining the mission of an educational institution; popularization of effective state and society management models, directness of reports, public expertise, development of a system for preparing all categories of public executives administration; increase the results of the work of the public authority and to develop the interest of citizens in public administration on the implementation of measures to expand the scope of information to inform the participants in the management of state-society interaction; the development of various forms and levels of management to ensure effective cooperation and participation of the public.

Formation of the form of state-public management of education and its principles that play an important role not only in its development, but also in determining the main areas of action, its purpose, objectives, content, organizational structure, and the relationships that occur between the participants.

In the existing systems of education management, the social content is insufficiently described. National level of education management is largely limited with issues like working with parents and meetings.

According to the analysis of the experienced of developed countries, in the management of education in the form of state-society shows that it is desirable to move in this way of management step by step rather than accidentally.

During the initial stages of implementation of this project, the share of public administration in the management of the educational institution will be gradually increased. The main purpose of contributing to public participation is to make the public aware that decisions made by public administration entities are not always clear to the public or that information about them is taken negatively.

In this case, two tasks should be required:

- The state structure of management of educational institution will be modernized;
- Formation and improvement of community-based management practices in educational institutions.

Generally, the advantage of this approach of improving the management of an educational institution does not take much time to launch. In the traditional management approach, the reluctance of the public to participate in the activities of an educational institution is connected with time consuming. All processes are carefully will be planned and prepared. Therefore, the work in this direction is used in a constructive way, using time resources wisely [6].

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