Effective Management of School Personnel in Modern Conditions

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Abstract: Over the past years, the place of personnel management in the management system has changed many times. Along with this, the views, approaches and theoretical bases of scientists and practitioners who worked in this area were revised. The improvement of production, information and management technologies, as well as the reassessment of universal human values, made it possible to come closest to solving the central problem of mankind: overcoming the contradiction between a person and an organization, since the strength of an organization is, first of all, in human capital. This problem is studied in the works of many authors. In the works of these researchers, an attempt is made to integrate the developed knowledge in the field of personnel management, a set of rules, principles and technologies that can be used by managers in effective personnel management.

1. Introduction.

The most important direction in the modernization of education is to improve its quality, which implies the improvement of both the educational process itself and its management. Foreign experience proves the existence of a certain number of models for building management in education, as well as the possibility of using them to improve management in educational organizations. The main purpose for the establishment of any organization, (formal or informal) is to achieve stated objectives. These objectives cannot be achieved without maximizing the efforts of people working in the organization through coordination of their activities for optimum performance. To date, there are certain problems in the management of educational organizations: insufficient culture of meeting customer needs; formalization of educational organizations on the part of state, local and other regulatory bodies; weak strategic thinking of management, which leads to organizational passivity; insufficient use of modern management methods and technologies. On the one hand, changes should come from the side of the authorities, in the form of granting greater freedoms in the management of an educational organization, but on the other hand, changes in the management system of an educational organization must be started from the inside.

Designing an effective model for managing the development of a general education institution involves referring to the historical experience of domestic and foreign schools, summarizing modern best practices in managing educational institutions in Uzbekistan, taking into account the social situation in the country, region and the state of scientific and pedagogical research on the management of student and teaching teams, school infrastructure, the processes of education and training. For these humans (staff) to function effectively, their needs must be met. The complexities of human needs have posed a lot of challenges to those performing managerial functions. This is however, making management more important as the wants and needs of man increase as the day go by. The importance of management cannot be overemphasized especially, in developing and underdeveloped countries.

The effectiveness of management activities is determined by the actual results of the activities of an educational organization. The ability to design a management model of an educational
organization, taking into account changes in the content and technology of the educational process, will contribute to the achievement of a high quality of education.

2. Theoretical consideration. An analysis of modern scientific and pedagogical literature on the problem of education management allows us to identify several areas in the field of management of educational organizations. The first direction is considered in the works of Commonwealth independent countries scientists such as Yu.A. Konarzhevsky, V.V. Kraevsky, V.Yu. Krichevsky, B.C. Lazarev, A.A. Orlov, M.M., Shamova T.I. and others, in which an educational institution is considered as an open pedagogical system that can work in the mode of functioning and development. The next direction represents an educational organization in the form of a social system, the management of which is subject to general laws and is studied in the works of Afanasyev V.G., Bespalko V.P., Zaguzova N.I., Lazarev B.C. and others. The methodology of systemic and situational approaches to management and the design of management subsystems in education is disclosed by such scientists as Berezina T.I., Davydenko T.M., Konarzhevsky Yu.A., Krichevsky V.Yu., Lazarev B.C., Moiseev A.M., Potashnik M.M., Simonov V.P.

Of great importance in the formation of the scientific and methodological apparatus of the work was the research of foreign and domestic authors on the general theory of management of social organizations by Taylor F.U.; on the management of social systems Afanasyev V.G., Albert M., Krichevsky V.Yu. Fayol A. and others; on managing the functioning and development of social and educational processes and systems Allana Zh., Aseev V.G., Gershunsky V.C., Zdravomyslova A.G., Lazareva B.C., Moiseeva A.M., Shamova T.I. and etc.; devoted to the problems of democratization and humanization of management Potashnik M.M., Shamova T.N., Yamburg E.A., as well as issues of co-creative management Razbivnaya G.A., Stepanova S.Yu. and etc.

Despite the increased attention of scientists and practitioners to the problem of improving management efficiency in educational organizations, there remains a tendency to use traditional management models that do not reflect the current state and requirements for an educational organization. Analysis of the scientific and methodological literature on the problem of management in an educational organization made it possible to identify a number of contradictions between: the need to solve the task facing educational organizations to form a competitive personality and standard methods and forms of organizing management activities; the practical necessity and possibility of solving the problem of increasing the efficiency of the educational organization by improving the management system based on modern management approaches and technologies and the insufficiency of their application in the practice of managing an educational organization; the need for new effective models of management of educational organizations and the insufficient development of the issues of modeling the modern management of an educational organization and their implementation in the practice of educational organizations.

Who is an Academic Personnel.

Academic staff refers to teaching staff of a school in Uzbekistan context. According to the Law of the Republic of Uzbekistan "On Education", persons with appropriate education, professional training and moral and ethical qualities have the right to engage in pedagogical activities. Lecturers of various ranks who teach, carry out research and lecturer, professionally. An academic staff can also be seen as a teacher, lecturer, tutor, academic, professor, expositor and public speaker in a college. They spend most of their time educating student and also get involved in administration. Academic staff can also be see-as academic professionals who are responsible for planning, directing and undertaking academic activities in schools or colleges. They can also be referred to as human resource. Academics should become more instrumental and rationalized. Teaching, administration/community service and research are seen as complementary and inseparable activities carried out by academic staff.

The new academia has become an organization person, someone dedicated to a 'career' with certain progressions, honor, awards and rewards, and someone who knows their quality ratings
as far as the discharge of their duties is concerned. They are the men and women that carry out academic activities in the school by teaching, guiding, instructing and imparting knowledge, skills and the right attitude to the learner in other to produce certain changes in the learner. The academic staff is the human resource in the school. Otu (2006) sees human resource as people in work organization endowed with a range of abilities, talents and attitudes, to influence productivity, quality and profitability. Teaching staff set the overall strategies and goals (planning what to teach), design work systems (the) plan how to teach, prepare the note, go to class ’to deliver and administer exams, produce goods and services which is students in this instance, monitor quality by ensuring that the right skills, attitude and knowledge is imparted to the learners, allocate financial resources and market the products. Teaching staff are the intermediaries or middlemen between the management and students.

The management plan, organize and evaluate but the actual implementation is done by the teaching staff. They coordinate, control and supervise to ensure results in the attainment of organizational goals. This however, is not without many driving factors originating from either the individual or the surrounding environment which is motivation. It is generally known that staff; teaching or non-teaching, need to be motivated, developed and provided with conducive working environment for optimum performance.

The pedagogical staff of the educational institution can be considered the organized part of the labor collective of the public organization, including the implementation of the health and pedagogical functions and the presented teachers, social pedagogues and pedagogues-psychologists, educators, class leaders, additional education pedagogues, other pedagogical specialists, and also professionals. administrative school.

3. Conclusion.

An educational organization as a complex dynamic social system is an object of both external and internal organizational management. Therefore, we can conclude that there is management of the educational organization as a whole and its individual components, which are subsystems of the overall system of the educational organization. Subsystems are educational and other processes, the staff of an educational organization, the resources and infrastructure used, the property complex, interaction with partners, etc.

One of the important factors in the efficiency and competitiveness of the organization is to ensure the high quality of human resources. The essence of the functioning of the personnel management system is work with personnel, corresponding to the concept of the organization's development. The purpose of the management system is to ensure an optimal balance between the processes of updating and maintaining the numerical and qualitative composition of personnel in its development in accordance with the needs of the organization, the requirements of the current legislation, and the state of the labor market.

Thus, in order to improve management efficiency in modern conditions, taking into account the State Educational Standard, as well as the professional standard of a teacher and leader, it is especially important to observe the following components: 1. Distributed leadership. Inclusion of employees in project work, temporary creative teams, etc. 2. Effective organizational culture. The most important value base is love for children and careful attitude to the development of the child's individuality. 3. Development of the individuality of employees through the possibility of organizing in-house training for teachers. 4. Optimal organizational structure. Respectful, attentive attitude to employees whose successes and failures play an important role for the entire team. 5. Availability and use of personnel technologies that correspond to the goals of the school, including optimization of the existing incentive system.

References


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