

The Social-Pedagogical Need for Improving the Management of the Educational Process

Feruza Makhammatkosimovna Kuchkarova ¹, Yuldasheva Yulduz Muhammedovna ²

¹ PhD, Professor of the Department of Education, Kokand University, Uzbekistan

² Master's student in the field of management of educational institutions, Kokand University, Uzbekistan

Abstract:

This article describes the requirements of the social and pedagogical environment, changes in society, personal development, and improvement of pedagogical methods, adaptation to the needs of students, development of critical and independent thinking.

Keywords: requirements of the social and pedagogical environment, changes in society, personal development, improvement of pedagogical methods, adaptation to students' needs, development of critical and independent thinking.

Today, unique methods of managing educational institutions are being developed. In order to improve the quality of education, first of all, attention should be paid to the system. One of the main reasons for the emergence of management problems in education is the sharp changes in society and the economy. In short, being stuck with the old management system in modern conditions is one of the main and biggest problems. In order to eliminate the above problems, it is necessary to improve the skills or retrain personnel in the field of management.

Based on the needs of the participants of the educational process in the continuous education system, as well as the needs of science, education, production, preschool education, general secondary education, secondary special education, which are considered the main components of the continuous education system in preparing competitive graduates Selection of technologies that increase the efficiency of educational processes in accordance with the integrative nature of vocational education, higher education, post-higher education, out-of-school education and retraining and professional development processes, as well as emerging in pedagogical processes

Studying the problem and developing mechanisms to eliminate it is one of the most basic requirements of today [1].

In the pedagogical process organized in the continuous education system, it activates the internal capabilities of the subjects, helps to develop their concepts independently, pedagogy is "education" - "self-education", "information" - "independent information", "education" - the concepts of "independent education", "development" and "educational relations" serve for the development of a person and the formation of personal abilities as they complement each other and provide each other. Therefore, in the development of a person, his independent activity, that is, independent education and independent information acquisition and self-education are important, and education as the basis for the development of the learner's personality in the pedagogical processes of the continuous education system is independent. education, upbringing - self-education, information - independent information, taking into account the specific characteristics of the processes of development and educational relations, it can be distinguished as components of the whole pedagogical process [2].

According to A.A. Bodalyov, the interaction between people is the most important factor in the development of human psychology and personal characteristics, and the equal actions of the participants in this process is a condition for the emergence of interpersonal relationships [3].

In our opinion, it is necessary to take into account the following as a component of pedagogical processes organized and managed in the continuous education system:

- development of activity and initiative of the subject;
- change of psychological characteristics of the person;
- development of spiritual and cultural understanding;
- development of self-awareness and self-assessment skills;
- increasing the level of professional competence;
- creation of cooperative activity and psychological adaptation to professional activity as a result of information exchange [4].

In the modern landscape of education, the management of the educational process is the main factor affecting the effectiveness of educational results. As societies develop, so do the demands placed on education systems, which requires a flexible approach to education management. The socio-pedagogical necessity of improving the management of the educational process is studied, and the interdependence of social dynamics, pedagogical theories and management practice is emphasized. By examining the impact of effective management on educational quality, inclusiveness, and responsiveness to community needs, we can fully understand why improving management practices is important in today's educational environment.

Educational management includes strategic planning, organization and control of educational institutions and processes. In the socio-pedagogical context, it plays a decisive role in the formation of an educational environment conducive to the success and social development of students. Effective management creates an environment in which pedagogical theories can be effectively implemented, adapting educational practices to the diverse needs of students and communities.

One of the main principles of modern education management is its sensitivity to social changes. As demographic changes, technological advances, and economic fluctuations affect educational landscapes, management practices must adapt accordingly. For example, the rise of digital education requires not only the integration of technology into the curriculum, but also the training of teachers to use these tools effectively. In addition, increasing diversity in the student population

requires management strategies that promote inclusion and equity, ensuring that all students have access to a quality education.

Improving the management of the educational process is directly related to the improvement of educational results. Research shows that well-run educational institutions have higher levels of student engagement, achievement and satisfaction. Effective management practices such as data-driven decision making, collaborative leadership, and continuous professional development for teachers can help create a more supportive and effective learning environment.

For example, schools that implement collaborative governance structures allow teachers to actively participate in decision-making processes. This participatory approach not only creates a sense of ownership among teachers, but also increases their commitment to the educational mission. When teachers feel valued and supported, they are more likely to implement innovative teaching strategies that accommodate diverse learning styles and ultimately benefit students.

In addition, improved management practices help build strong support systems for students. By taking a holistic approach that addresses the social, emotional, and academic needs of students, educational institutions can create an educational environment that promotes overall well-being. This is especially important when addressing issues such as mental health, violence, and socioeconomic inequality that can significantly impact students' ability to achieve academic success.

Another important aspect of effective education management is the involvement of various stakeholders, including parents, community members and local organizations. By fostering cooperation among these groups, educational institutions can increase their ability to respond to the needs and expectations of society. This collaborative approach not only enriches the learning experience, but also fosters a sense of shared responsibility for student success.

For example, involving parents in the educational process through regular communication and participation opportunities can lead to improved student outcomes. Research shows that parental involvement is positively related to academic success, as students whose families are involved in education do better in school. Likewise, partnerships with community organizations provide additional resources and support for students, addressing barriers to learning that may exist outside the classroom.

The socio-pedagogical necessity of improving the management of the educational process is emphasized by the dynamic and versatile nature of modern education. Effective management practices are critical to creating an inclusive, responsive, and supportive learning environment that meets the diverse needs of students and communities. By prioritizing stakeholder engagement, fostering collaboration among educators, and adapting to societal changes, educational institutions can significantly increase their impact on student success and overall educational quality. As we move forward

Based on the above ideas, lectures, seminars, practical training, group activities, excursions, roundtable discussions, meetings, competitions and contests organized by subjects, art festivals, conferences organized for students in the continuous education system. and activities in various other directions (pedagogical analysis, mutual lesson observation, mentor-student system, counseling), independent education, self-education, independent information, independent work carried out by students, students and teachers themselves, as well as we can say that the process of educational relations that arise directly in the process of interpersonal relations, and the processes of pedagogical experience and pedagogical practice are pedagogical processes organized in the continuous education system.

If we pay attention to the purpose, direction, content and importance of this process, we can see their interrelationship and dependence, that is, they have the characteristics of a continuous education system, because the voluntary change of one of the ongoing processes from simple to complex, which is called pedagogical processes. , the third and others have their influence on the change [5].

In short, the development program describes the changes in the infrastructure of the educational institution that ensures the implementation of the educational program. The relevance of educational goals, innovation of content, modernity of used educational technologies and teaching-methodical complexes, i.e., all aspects that justify the relevance and modernity of education can be revealed. In the development program, it is necessary to focus on changing the legal, organizational, financial, management and material conditions of providing the educational process in the direction of increasing the quality, convenience and efficiency [6].

The socio-pedagogical necessity of improving the management of the educational process is aimed at increasing the quality and efficiency of the teaching and upbringing processes and is related to the requirements of the social and pedagogical environment. This necessity depends on several factors:

1. Changes in society: Social changes (globalization, technological progress, changes in labor market requirements) require new approaches and skills from the educational system. The educational process should be adapted to modern changes.
2. Personal development: The management of the educational process should be directed to the development of creative and critical thinking skills of the individual. This includes not only imparting knowledge in the educational process, but also guiding students towards their life goals through personal development and social competence formation.
3. Improvement of pedagogical methods: Improvement of pedagogical methods in modern education requires not only theoretical knowledge, but also development of practical skills. Interactive and cooperative education methods, development of teachers' socio-pedagogical competencies are one of the important aspects of this process.
4. Adapting to the needs of students: The management of the educational process should be organized in such a way as to meet the needs of students, their individual abilities and characteristics. Through this, it is possible to create conditions for every student to realize their potential to the maximum extent.
5. Development of critical and independent thinking: Socio-pedagogical needs should focus the educational process on the development of critical thinking and problem solving skills. It helps prepare students to successfully overcome difficult situations in the future.

References:

1. Djurayev R.X., Turg'unov S.T. Ta'lim menejmenti. –T.: Voris-nashriyot, 2006. -259 b.
2. Qambarov J.X., Turdalieva M.M. Oliy ta'lim muassasalarida ta'lim sifatini nazorat qilishni takomillashtirish masalalari. Zamonaviy ta'lim jurnali. 2014 yil. 7- son. -B. 19.
3. "O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi faoliyatini tashkil etish to'g'risida"gi O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 18 iyuldagi 515-son qarori
4. Shamuratov R. Oliy ta'lim tizimi faoliyatini tashkil etish va boshqaruv jarayoni texnologiyalarini takomillashtirish., Namangan davlat universiteti ilmiy xabarnomasi: soni. 1: 8-son, 70.2019-modda

5. Valijonov R. va boshq. Menejment asoslari. –T.: Sharq, 2002.
6. Najmiddin, I. (2023). THE INTEGRATIVE ROLE OF SCIENTIFIC KNOWLEDGE IN INFORMATION SOCIETY.