Strategic Management of General Secondary Schools Modeling Processes

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ABSTRACT

Today, the design of management and co-management processes in a comprehensive school is considered a natural necessity. The practice of managing educational institutions shows the importance of modeling not only educational processes, but also management processes and cooperative management. The implementation of the strategic approach technology in the process of managing a general education school requires a certain sequence to achieve the intended results.

This, in turn, determines the need to develop management models, defined as an effective means of achieving strategic goals and rational organization of management activities. Management models are developed to implement two: functional tasks and strategic goals in a certain sequence. Accordingly, the typological characteristics of strategic goals determine the two-level classification of management models.belgilaydi

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Effective organization of management and cooperative management processes in general secondary schools has its own characteristics, in order to ensure efficiency based on the implementation of the most convenient management methods and modern approach technologies in the implementation of management functions. it is necessary to design management processes in a certain consistency in management and cooperation.

At the first level of the management model, a mechanism for the implementation of strategic goals is presented, which forms the functional basis of process management. It includes the strategic goal basis of management functions, planning, control, regulation and technologies of their implementation. In the second-level management models with a high rating in the management system, a mechanism for the implementation of strategic strategic goals is provided, which provides it with processes of a practical nature. In the process of providing feedback, technologies for developing programs that ensure the development of educational institutions are presented.

As part of the research, it is necessary to first clarify the basic concepts related to the solution of current tasks. After all, certain concepts such as model, project, technological model, technological map, modeling and design are used many times in conducting research.

The concept of "model" comes from the Latin language and means "pattern". Later, on the basis of this concept, a field related to the creation of a physical and imaginative copy of objects, known as modeling, emerged. In scientific understanding, models do not simply copy some phenomena or processes, they allow to obtain new information about modeled objects that is difficult or problematic to obtain by other methods.

The essence of modeling is determined by the concept of "model". In the works of V.V.Davidova and A.U.Vardanyan, it is emphasized that modeling is a method of understanding the interesting qualities of an object using a model [1, 213 p.].

A. I. Uyomov considers the model to be a researched system as a tool for obtaining information about another system. It seems that the model is an intermediate link between subjects (leaders of educational institutions) and objects of activity. In this case, despite the versatility of models, it always remains a conditional sample (image, scheme, statement) of an object or a system of objects. [2, 312 b].

The information-cybernetic approach to the problem of modeling, as a model tool, makes it possible to further clarify the practical role of orientation and regulation of information obtained by the subject on the object under study. Another practical aspect of modeling in many cases is the limitation of diversity in the phenomenon under consideration. "In connection with this, based on the concept of the volume of information, it becomes possible to give quantitative assessments that determine the level of efficiency of the model" [3].

As it is understood, the determination of the model consists in the transfer of information about unstudied or poorly studied objects from a known environment to an unknown one in the mind. In theory, modeling also serves to compile completely new information that is not available in practice.

The presence of such limitations in the widespread use of the modeling method in pedagogical research is explained by the diversity of its tasks that allow studying pedagogical phenomena and processes in a special object-model [4, p. 19].

According to U.R. Ashby, modeling as a research method is the logic of simplification. Unfortunately, the simplification process itself is complex and full of contradictions [5, p. 55].

Any individual model, even the most complex one, cannot create the optimal image of the studied object. Otherwise, this would have contradicted the methodological view that matter does not disappear. Allowing a conflict between an objectively incomplete model and the optimal representation of the object in certain dimensions determines the process of model improvement and an approximate measure of its "behavior". For this reason, the concept of complex modeling, which allows for the correct separation of various stages of object development, is widespread.

Educational institutions are considered an organizational structure, therefore organizational models form certain bases in the management system. The organizational model should be distinguished first of all according to the following three aspects: organized units, coordination mechanisms and elements that pass from them to the management scheme. The specific status of the management unit is determined by the organizational units and coordination mechanisms that are manifested in it, and it is necessary for the special modeling of the management process [6].

It is necessary to note a number of principle cases that reflect the information-cybernetic approach to the creation of technological models of strategic management based on a number of theoretical views on models [7]:

1. The model should reflect the priorities of functional or pedagogical problems in management.

2. The structure of the technological model of strategic management is considered as a hierarchical structure of models that determine the path of development of educational institutions, based on the characteristics of educational institutions as a developing, self-organizing system.

3. The developed models should be able to express the most important specific features of certain objects. As an object: the development of educational institutions (development program), the functional task of the heads of educational institutions (analytical, planning, etc.), pedagogical process (programs with strategic goals such as "Health", "Ecology", etc.) and others are reflected.

4. The established model should correspond to a specific type of educational institution and remain unchanged during its entire operation.

5. The change in the organizational structure of educational institutions (status, activity regulations, administrative

reorganization, etc.) leads it to a new perspective that is limited to other idealized models.

Completing the theoretical description of the models, it is necessary to indicate their importance for the theory and practice of management activity:

1. Models, like templates, are useful for the analysis of various situations and problems arising in practice.

2. The analysis of the change of models represents the internal traditions that determine the course of change.

3. Models are effective in illuminating possible future situations and their further development.

It should also be added that, according to our observations, models describe the studied process in the form of a scheme, a map, a brief reference. In most cases, mastering the mechanism of using technological models makes the work of the leader easier.

The development of development programs, which are strategic plans in essence, is a reliable example. In the process of research, it was determined that the difficulties faced by managers in management activities consist of three basic aspects: ideological, structural and organizational. Ideology at all levels of management, and organizational aspects represent the identification of strategic goals of activity in their methodical support. One is related to the definition of a strategic goal, and the other is related to the realization of a strategic goal. The structural aspect is related to the content of the activity and the separation of elements of the content of the activity in conditionally accepted blocks (modules, parts) of the system of general communication in its organization [8].

When starting to perform this task, it is necessary to clarify the concepts of "technology" and "development program" that are actively used in pedagogical practice.

The concept of "technology" was historically formed in connection with the technological process and, as noted in explanatory dictionaries, represents the essence of knowledge about methods and means of processing materials. Technology is also reflected as the art of organizing processes. A technological process always considers certain continuous operations in terms of the use of necessary tools and conditions. Process technology "How is it made from what and with what means?" answers the question.

The implementation of the strategic goal is a specific result in the development program of educational institutions, which is considered as a strategic document on the qualitative renewal of educational institutions within the framework of the single system and the preservation of the ability that has a rapid impact on the change of objective and subjective factors. determines the content of the activity. According to it, technology is considered a tool (weapon) that provides the possibility of creating a program, and "How to do it?" serves to find the answer to the question.

The specified factors are divided into the following two groups: 1) including purely pedagogical factors, they directly express the Strategic strategic goals of general secondary (extracurricular or other types) educational institutions. Strategic goals are just as important for today as they are for the future. There are opinions that this group of factors exists independently of subjective factors of various forms (leaders, group or team). Due to the changed conditions, there is an opportunity to clarify the strategic goal. The activity of the institution, which includes various forms of activities of pedagogues and students, teachers and students, is subject to the implementation of strategic strategic goals. As a result, the quality of implementation ensures that the private activities of the participants of this process are effective, and at the same time, the common traditions are renewed.

Accordingly, strategic goals and their implementation ensure that the priority and important factors in the management of UOTM are a logical basis for management activities. Pedagogical factors of management play an important role in determining the content of education at UOM. One type of institution can be distinguished from another according to the reciprocity of strategic goals that determine the

strategy and tactics of development and operation: developing, educating, forming or educating. Organizational and pedagogical forms are determined according to the characteristics reflecting strategic goals: lesson, optional, conference, etc.

The highlighted factors are called social management, and when applied to the activity of an educational institution, scientific management factors: internal school management for UOTM, and internal central management for Children's Art Centers.

The practical application of these controls is related to a strategic approach that includes functional tasks such as analysis, planning, organization, control, and direction. In the management process, they determine aspects of achieving strategic goals and are included in the second group - management tasks. Therefore, when the concept of "scientific management factors" is used in pedagogical practice, it is understood that the factors of regulatory management tasks are meant. Their uniqueness is objective in nature, and the proof of this is determined by the ability to use the five listed tasks in a voluntary social system, including a universal technological mechanism, in the management of a certain type of educational institution. Regardless of the conditions, the status of these tasks is unchanged, and each of them affects the object of management in a certain way.

In the general management system, they differ from each other, while being similar to each other. In general management, each task provides a solution to certain situations: planning determines the possibilities of achieving strategic goals; the organization is directed to the practical reflection of strategic goals; records the compliance of control changes and diagnosis with the results obtained in accordance with strategic goals; orientation has the ability to ensure the orderly passage of these processes in the general system of the implementation of strategic goals.

Summarizing the previous points, it should be emphasized that the factors of management of educational institutions have specific characteristics from the point of view

of influence on them. At the same time, pedagogical factors are prioritized in various situations as the starting point of any pedagogical activity. However, the success of achieving strategic goals at various levels depends on the rational development and thoroughness of the management of this activity in the system of scientific knowledge. Therefore, the integration of these factors, structurally forming elements of the program representing their interrelationship, and its existing aspects are of primary importance for the institution that has set itself the task of reshaping the activity in the development regulation.

There are several options that determine the logical aspects of the program [9; 10; 11]. The authors named this document differently. During the research period, efforts were made to clarify the structural structure of the development program based on the ideas of M.M. Potashnik and to enrich it ideologically. The pedagogical level of the technological model is the development of development programs of educational institutions. The basis of the program is a strong pedagogical priority subordinated to the scientific-methodical and practical support of the activity. Annex 9 presents the structure of the educational institution development program.

In the modeling of management and cooperation management processes at UOTM, the reforms implemented in our country and their results, scientific and technical achievements, innovations and developments created, the growth of the intellectual potential of young people, the needs of the developing state, society and the individual, depending on the development. it is necessary to be based on modern requirements that are constantly changing, updating and developing.

Therefore, the created model can meet the changing educational and spiritual needs of the young generation at the level of modern requirements, apply the best practices of pedagogues with high skills and qualifications, and implement innovative educational programs. it is necessary to create sufficient conditions for its development and implementation.

The results of the study of the research problem show that the integration of all the main forms of management functions, ensuring the effective performance of specified tasks, creating opportunities for expansion, development, support, improvement and coordination of innovations, management models enriched with innovations it is necessary to create and improve.

It is important to build confidence in the subjects and motivate them in the results that can be achieved in ensuring the efficiency of the management and cooperation management processes in UOTM. The motivation will be aimed at ensuring the activity of subjects and achieving the main strategic goal, and the main changes will occur in this process.

Therefore, when planning and designing the organization of strategic management processes at UOTM, first of all, the strategic goal of these processes, the essence of the defined tasks and the available opportunities are taken into account. In order to achieve common strategic goals, the sequence of tasks is determined, and the management methods and main approaches used in the implementation of these tasks, in the organization of management and cooperation management processes are selected, and the activities of the entities are coordinated according to the situation.

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