EFFECTIVE USE OF INFORMATION IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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Abstract. The article reveals the essence of management of educational institutions, characterized styles and methods of management, consider the role of information and communication systems in management, heads of educational institutions function. From this article a lot of managers can take usefully information. The main objective of this function is to constantly collect information about the subjects of the pedagogical process, its deep analysis and objective assessment. The data questionnaire survey among managers secondary schools, based on what the main problems of modern management. The culture of educational institution as an organizing component of the overall social culture is formed in the context of a particular culture and society in the process of social relationships.

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Prospects of any organization, institution or company associated with the potential control of the head. If the manager is talented and competent in their field, deep studies of people working under him, the result of his accumulated knowledge and experience of management, based on the general laws, created his own style of management. In the formation of his management style, he can exercise full personal freedom, but ultimately his leadership should lead to positive results.

In the management of the huge role the experience, skills, skill, knowledge, intelligence and will head. But above all, management is an art – or rather – creativity. Head, as a representative art, must have the talent and abilities. Just as not everyone can be an artist or an artist, a musician, and a good leader cannot become anyone.

If deep insight into the control system then it opens a wide variety of secrets. Management activities directly related to thinking, analytical worldview leader who should have the breadth and depth of thinking to quickly distinguish the good from the bad, the useful from the harmful, important from less important, secondary. If all of these qualities, including high moral character formed from the head, then he can easily master all the subtleties of management and gain credibility and trust among your team. In this regard, remarkable words of the President Islam Karimov: "The main problem today is that, in all spheres of public life, especially in the field of management, at the scale of the republic, region, city, district, education and health services in local government, in all sectors and industries would be picked up by new thinking leaders, capable of taking on responsibility in difficult times, people walking in step with the times, knowledgeable, proactive, dedicated to the cause, which can be relied upon entirely (Karimov, 1995, p. 22)."

From these positions, what should be the role of the leader in the management of educational institutions, what qualities he should have? It should be noted that the head of an educational institution is fundamentally different from the head of the industrial enterprise. But in both cases the head seek to determine the results of the management team. But if the head of production, using modern management techniques, now seeks release of competitive products, the results of the control head of the educational institutions are not immediate. This requires sometimes years.

It must be emphasized that the authoritarian style of management is absolutely unacceptable in the educational sphere. Authoritarian style is characterized by imposing their will; pressure on teachers and students, as well as interventions used orders, intimidation, punishment, etc. The essence of this method consists in unquestioning obedience to orders and instructions manual. In this situation, limited freedom of teachers and students in the pedagogical process, the teachers do their work only as performers’ decrees from above, and the students are limited in the free and easy communication. Their needs and interests in the pedagogical process are neglected. And even if in some areas achieved some success with this management,
in general, the teaching activities is a growing trend inconsistency and dissent, and as a result, students do not get satisfaction from the learning process, is reduced from the learning process, reduced their interest in learning and therefore, decreases the effectiveness of the pedagogical process (Turgunov et al., 2011, pp. 106-107). For example, if the teacher uses only method of dictatorship, the pedagogical process, he serves as the sole subject, and students in this process do not actively participate.

Teacher acts methods orders, intimidation and requires strict subordination by the students that is not the conditions for the formation of an independent, creative thinking, critical analysis of their own activities. There is a situation of "forced" acquiring knowledge.

Autocratic management style – means "unity of command ". This control head of educational institution vested with broad powers. Management based on administrative subordination, is a type of bureaucratic control.

Management is built on careful attention to the team, the teacher gives you the opportunity to fully disclosed their best qualities, intelligence, kindness, wisdom, and build their relationships with students on the basis of cooperation. Organization of educational process on the principles of mutual respect and trust helps to ensure that the teacher and the students become subjects of the process provided the effectiveness of training and education. Management of educational institutions at the present stage it is impossible to imagine without the active use of information technology. Information management – its accumulation, processing and transmission provides coordination subjects of pedagogical process.

Functions of the information are to share personal and technological information between teachers and students. A feature of this exchange is to coordinate the activities of students as a teacher, to ensure the active assimilation of knowledge based on student-centered learning and the creation of conditions to expand the horizons of students and realize their interests. Along with the functions of training with the help of information are processed and control functions.

Information system includes direct information needed for the pedagogical process, regulations on new teaching and learning information technology, all kinds of information on socio-economic, scientific-technical, legal and organizational areas (mainly new items), computerization and computer networks, one in short, it is a complex system of information support of the educational process.

Information system having a tendency of constant expansion and renovation , requires a systematic approach by the organizers of the pedagogical process for accounting information and work with it all system components should be linked; Inclusion of additional components or their change affects the efficiency of the pedagogical process.

Methods of gathering information

All methods of collection (or savings) are organizing information on the pedagogical process science. Collection of information is necessary for an objective assessment of the educational process and the activities of the subjects. This method is needed for the study of regulatory documents and advanced pedagogical experience, qualitative analysis of pedagogical processes of the questionnaire, teacher certification, analytical assessment of generalization and systematization of statistical and mathematical analysis and many other operations and methods.

Analytic function of information is of particular importance for the control; the learning process begins and ends with information. In other words, getting information is the basis of control. The main objective of this function is to constantly collect information about the subjects of the pedagogical process, its deep analysis and objective assessment. Based on the implementation of these tasks are defined strategy development activities of teachers, principals of development, ways of organizing the implementation and monitoring of the activities. To this end, collects information on training teachers not only available today, but also its updating and improvement.

Information about teacher training, its current state, the objective evaluation is necessary for the head of the educational institution. This information defines the activities of the head to create the conditions in an educational institution, to establish relationships in the team. On the basis of the accumulation and analysis of information created psychological environment in the team, which takes into account individual interests, aptitudes, teachers and students, family conditions, organized activities teachers planned improvement and development of professional activity.

Improving the performance of teachers due to the modern information technologies, with their knowledge capturing techniques and technologies and use them with the knowledge economy, management, functions and structures with the ability to determine the prospects for development and implement modern control technology in the educational process.
Heads of educational institutions:
– should be familiar with the sequence (algorithm) and stages of management activities;
– collect, process and evaluate information objectively about the pedagogical process;
– define the purpose, to forecast and plan management activities;
– know rational methods of selection, placement, monitoring and diagnostics collective activity;
– coordinate the actions of teachers;
– determine the prospects for the development and dynamics of the educational institution.

Set of management practices: organizational and administrative, socio-psychological, economic, and use data collection methods ensure the successful implementation of management functions. Important role in the management of educational institutions play controls and one of the principal means to be considered the use of innovative approaches. This is not limited to the introduction of innovations, it is necessary to comply with the management culture. Above all together with the identification character innovation must pre-planning time for its administration. During our research, we conducted interviews and questionnaires, with the heads of secondary schools in order to identify the difficulties and problems encountered in their professional activities:
– Describe the real state (real image) school at the end of the school year as a result of your management activities.

About three-fourths of the leaders of the respondents were undecided on this issue (knowledge), therefore, the school as an object management system is not considered; do not set a goal of its development. So basically, the management objectives are not associated with the development of the school as a whole.
– How many research tasks you set yourself for the coming year?

More than half of managers found it difficult to present a comprehensive program of school development, and without such a program, there can be no development system.
– Does your management system at each site in the link group of people representing a body board for performing tasks in a particular direction?

43 % of managers responded to this question in the negative.
– Connected all functions into a single control system? Is there reason to believe that your management system perfect?

To this question 56% of respondents answered "no".
– Combined whether the school development program with your personal development?

Only 27 % of executives surveyed responded to this question in the affirmative.
After analyzing the results of the survey were identified practical problems and recommends school officials in order to enrich their theoretical knowledge.

Thus, the culture of educational institution as an organizing component of the overall social culture is formed in the context of a particular culture and society in the process of social relationships. It manifests itself in a number of factors – the tradition, the level of urgency, the system of motives, styles and methods of leadership, organizational environment, communications, personal management, management strategies, professional culture and head teachers.

References