

*Cherepanova M.P.,
master's degree student
3rd year, Faculty of state and municipal
administration,
Institute of State and Law, TSU
Russia, Tyumen
Scientific supervisor: V.M. Osintseva*

MANAGEMENT IN EDUCATION

Abstract: *This article is devoted to the peculiarities of management in education, assuming that management in education is one of the main tools that allow the rational use of various resources in order to achieve the objectives and improve work efficiency.*

Key words: *education, knowledge, management, personality development, process, efficiency, combination, complex, educational institutions.*

*Черепанова М.П.,
студент магистратуры
3 курс, факультет «Государственное и муниципальное
управление»
Институт Государства и Права, ТюмГУ
Россия, г. Тюмень
Научный руководитель: Осинцева В.М.*

УПРАВЛЕНИЕ В СФЕРЕ ОБРАЗОВАНИЯ

Аннотация: *данная статья посвящена особенностям управления в сфере образования, исходя из особенностей того, что управление в образовании является одним из главных инструментов, позволяющих рационально*

использовать различные ресурсы, с целью достижения поставленных задач и повышения эффективности работы.

Ключевые слова: *управление, образование, знания, управление, личность развитие, процесс, эффективность, совокупность, комплекс, образовательные учреждения.*

Management in the modern world plays a leading role in mobilizing resources, including financial, material, and intellectual ones.

Considering management in education, it should be noted that it is widely used in Western Europe, where every teacher is an important element of this system.

Education should be regarded as a process, the main purpose of which is the upbringing and teaching of individuals, taking into account their personal characteristics and interests. The modern world requires from educational activities not only the transfer, distribution and assimilation of existing knowledge, but also the inclusion of new knowledge, skills and abilities.

Since knowledge is the main resource of modern society, which, together with other values, forms an individual, it is necessary to manage the educational process.

Regarding this issue, management in education is considered to be a set of various methods and principles that contribute to the effectiveness of the educational process. It is necessary to highlight the main features of management in education:

- the likelihood of a transition towards an approach that takes into account the individual characteristics of employees and a more complete aspect to educational activities, focused on the result of the most successful outcomes;

- providing a team of teachers and students with a comfortable psychological and pedagogical environment. In terms of the educational process, pedagogical management is a complex of principles, methods, organizational forms and management techniques aimed at increasing the efficiency of the educational process.

It can be noted that any teacher is, in fact, a manager of the educational and cognitive process (as a subject of its management), and the head of an educational institution is a manager of the educational process in general. Reviewing the history of the

development of management in education, the main stage of formation is at the end of the twentieth century, when large-scale works of scientists from Western Europe are being published, including the theory of the final analysis of the annual activity of any educational institution.

According to the published works, such a report should include the implementation of various directive normative documents of the Ministry of Education by the school. Efficiency of the annual management cycle. Analysis of the effectiveness of the ongoing methodological work. An assessment of the overall quality of education and teaching of key subjects. Analysis of the interaction of the school with the students' parents. The effectiveness of the educational institution's work with various public organizations. «Assessment of the level of students' education. Analysis of basic sanitary standards. Results of the implementation of the educational program». [1, p.45].

The subject of work of the manager of the educational process is the activity of the controlled object, the product of work is information, and the tool of work is language, word, speech.

The result of the work of the manager of the educational process is the degree of assimilation of knowledge, upbringing and development of the object of management - students. Like any management system in education, it has the following types of functions: planning, organization, motivation and control. In addition, management in education has a particularity, against which the following subfunctions are distinguished:

- information and analytical;
- motivational target;
- planned prognostic;
- organizational and executive;
- control and diagnostic;
- regulatory and corrective functions.

The combination of all functions and subfunctions is sequential, and at each certain stage, they replace each other, while a certain system cycle is formed, contributing to an effective personnel management system.

Management in education leads primarily to providing all subjects with information about the activities of the system. In the base of this information, the approval of the conclusions is executed, and the plan for further work is drawn. Management in education has its own goal of selecting the best solutions, and in addition, researching the project for the formation of various educational institutions.

Considering the main stages of management, it is necessary to highlight:

- Diagnosis and presumptive assessment,
- Data collection using various sociological methods, conclusions about the state of affairs, as well as ways to improve the situation. This stage is applicable to all areas of management in education, and contributes to increased efficiency and improved work results. Each country, including Russia has the specifics of managing an educational organization.

Due to the fact that Russian education is considered to be mass education and is primarily aimed at acquiring knowledge that can provide a simple labor activity, it is not capable of encouraging a child to learn, as well as developing an interest in gaining new knowledge. The mechanism of management of educational systems is a set of known patterns and principles, as well as the forms and methods of interaction between the object and the subject of management applied in specific conditions. Consistent patterns express essential connections and relations between the subject and the object of management, the principles of these relations establish the basic rules of interaction between the subject and the object, and the methods and forms of management act as concrete means of organizing the mutual influence of the subject and object in the process of management activity.

Researchers of the problems of managing educational systems include the following laws:

- The dependence of the effectiveness of the management system functioning on the level of functional and organizational structures;

- The connection between the content and methods of managing teaching and educational work and the content and methods of organizing the pedagogical process at school;

- Expertise and readiness of managers for management activities; efficiency, continuity and rhythm of activity;

- Humanistic and democratic direction of management.

The result of pedagogical management is leading the pedagogical system to a functioning, where the goals of education are «best achieved meeting the requirements of educational programs and state educational standards, taking into account individual characteristics and individual needs».[2, p.7].

Stating that the management of pedagogical systems is a type of a social one, it can be concluded that any characteristics of social management in general remain significant for pedagogical management.

At the same time, pedagogical management, submitting to the general laws of social management, has its own specifics, due to the peculiarities of the pedagogical process within the framework of various educational systems and the features of professional pedagogical activity.

Studying the «socio-psychological trends in the management of the educational system, first of all, one should remember about its humanistic orientation» [3, p.56], which includes respect and trust in the personality of students and teachers.

The object of management in an educational institution, in this case, will be the team at large (students, teachers and service personnel) and each person individually.

The teaching staff, like any other, is one of the many types of social groups in which relations between people are based on the harmonization of personal and public interests.

Thereby, the concept of management in education, which a decade ago was interpreted only as a command, today is radically changing: it is the regulation of information flows and communication processes, and not the transfer of orders from above. These are delegation of powers and coordinated decision of key issues; focus on competence and moral authority.

Thus, management in education plays an important role in the development of the existing system, in obtaining new ways and methods of work, as well as in the effective application and improvement of work results. The combination and use of the principles and methods of management with the specifics of the educational system makes it possible to fulfill more effectively the main tasks of the educational process, which in turn has a beneficial effect on the level of development of each individual and modern society as a whole.

Использованные источники:

1. Федеральный закон «Об образовании в Российской Федерации» от 29.12.2012 N 273-ФЗ (последняя редакция) [Электронный ресурс] – КонсультантПлюс. URL:http://www.consultant.ru/document/cons_doc_LAW_140174 – (дата обращения: 30.09.2020).
2. Лебедев, О.Е. Компетентностный подход в образовании // Школьные технологии, 2004 г., № 5 – 11 с.
3. Матрос, Д.Ш. Управление качеством образования на основе новых информационных технологий и образовательного мониторинга Текст. / Д.Ш. Матрос, Д.М. Полев, Н.Н. Мельникова. 20-е изд., испр. и доп. – Москва: Педагогическое общество России, 2001. – 50 -72 с.