



PRINCIPLES OF MANAGEMENT OF PEDAGOGICAL PROCESSES IN HIGHER EDUCATION

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Annotation:

This article explains the essence of the term management and explains the principles of management of pedagogical processes in higher education institutions.

Keywords:

Management, process, principle, pedagogical, organization, theoretically, leader, practically

Management is the process of studying the need to organize and perform tasks in the direction of a particular activity, and how management functions are performed in different contexts, depending on the circumstances, and what factors affect the successful performance of a particular function.

There are three different concepts in the literature on the meaning of management. According to the first, management is an activity. For example, one of the founders of the theory of management, the French scientist A. Fayol, who in his time made a significant contribution to the development of the science of management, is a visionary of management; managing the organization; activity organizer; coordinator of activities; calls it a powerful weapon that controls the execution of decisions and orders [1,8-p].

Representatives of the second direction consider management as the "influence" of one system on another, an individual on another person or group. Proponents of this line describe management as a goal-directed influence, a change in the object as a result of the subject's influence on the object [2,3,4,5].

According to the third direction, there is a view that the interaction between the subjects of management, i.e. the continuity of positive and negative influences, is an organic dependence of the change of the subjects influencing each other.

According to some researchers, management is the coordination of an object in the direction of a goal; exposure to an object to achieve a goal; is the vertical coordination of influence on the founders of the system in the direction of achieving the goal.

Principles of management of pedagogical processes in higher education

Principles of management of pedagogical processes in higher education	Impact on educational subjects
Giving teachers the powers of democratic governance	Informal, friendly relations between subjects of education
Collective decision making	Establishing a single status for all employees
The principle of autonomy of educational institutions	Serves to form leaders in the educational institution
The principle of innovative change	Ensures the transition of the educational institution from the mode of operation to the mode of development
The principle of team readiness to make changes	The team is able to be theoretically and practically ready to make changes

The table shows that the principle of horizontal relations in the management of pedagogical processes in higher education institutions improves the quality of work, serves as one of the important tools for democratization of educational management, is considered a necessary condition for the formation of leaders in the educational institution.

The requirements for the implementation of the principles are:

it is expedient to select or approve teachers who will lead specific areas of management (methodological association, diagnostic support team, training software team, student pedagogical support team, etc.) at the whole teacher meeting;

The principle of innovative change determines the transition of an educational institution from a mode of operation to a mode of development. This principle is the main guide in the organization of the process of mastering new technologies and methods of teaching and education, changes in the organizational and psychological structures of the educational institution and other changes. To do this:

any major changes need to be prepared in advance, which creates a certain psychological mood in the team;

changes must be based on a clear plan (project) and calculations, which will definitely lead to success - if there is no confidence in success, it is better not to implement them;

the team must be theoretically and practically prepared to make the change;

resistance to change requires that compromise and convince people of the inevitability and validity of change;

the process of change in the educational institution requires, first of all, the process of change in the personality of the teacher himself.

The above principles are interrelated in the management of pedagogical processes in higher education institutions.

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