

THE ESSENCE OF THE CONCEPT OF MANAGEMENT IN EDUCATION

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Abstract: This scientific article provides an in-depth analysis of the essence of the concept of management in the education system, its differences from traditional administrative management, and its role in modern educational institutions. The article highlights the theoretical foundations of educational management, its core functions (planning, organizing, motivating, controlling), and innovative approaches being shaped in the second quarter of the 21st century under the influence of digitalization, artificial intelligence, and the concept of a "learning organization." The research findings are aimed at enhancing the effective leadership capabilities of heads of educational institutions and improving mechanisms for managing the quality of education.

Keywords: educational management, pedagogical leadership, strategic management, quality of education, digital transformation, learning organization, human capital.

In the 21st century, the socio-economic development of society, globalization processes, and technological revolutions are sharply increasing the demands on the education system, which is the primary factor in shaping human capital. Today, educational institutions operate not merely as knowledge-disseminating centers, but as complex socio-economic systems. The large-scale educational reforms being implemented in the Republic of Uzbekistan in recent years, specifically the strategic development programs designed for the period up to 2030, necessitate the introduction of effective management mechanisms in the education system.

In this regard, the transition from the traditional "administrative-command" management style to a modern, flexible, and result-oriented "educational management" system is of crucial importance. Understanding the essence of the concept of management in education and studying its theoretical and practical foundations is one of the most important tasks facing today's pedagogical and managerial staff. The purpose of this article is to reveal the scientific foundations of educational management, analyze its functions, and highlight its modern trends. Although the concept of "management" originated in the fields of economics and production, today it has become an integral part of the social sphere, particularly the education system. The main factor that distinguishes educational management from simple administrative control is its focus on the human factor, the creative environment, and the continuous

improvement of educational quality. As the famous American management theorist Peter Drucker noted, management is not the art of "doing things right," but rather "doing the right things." In the educational context, this means that the head of a school or university (manager) is not merely an administrator who controls the execution of legal documents, but a leader who enhances the efficiency of the educational process and unlocks the potential of teachers and students. To understand the essence of educational management, it is necessary to distinguish several of its paradigms: Technical-rational paradigm: views the educational institution as a system aimed at achieving specific goals based on hierarchy (adaptation of F. Taylor and A. Fayol's theories to education);

Humanistic paradigm: views the educational institution as a social system, where the needs, motivation, and intra-group relationships of teachers and students are of paramount importance (E. Mayo, C. Rogers);

Strategic and transformational paradigm: the foundation of modern educational management, aimed at adapting the institution to changes in the external environment, introducing innovations, and creating a "learning organization" (P. Senge) concept.

Thus, educational management is the process of purposefully mobilizing, organizing, and developing human, financial, material, and information resources to achieve the goals and objectives of an educational institution.

Educational management relies on classical management functions, but their expression in the educational process has specific characteristics. The main functions of management in the education system manifest as follows:

a) Planning (Strategic and Operational): Planning in education is not just about creating class schedules or preparing annual reports, but about defining the future image (vision) of the institution. A modern educational manager develops a strategic development program for a school or university. This takes into account the socio-economic needs of the region, labor market demands, and the interests of students. For example, this includes planning the development of STEM education or special programs for career guidance.

b) Organizing: this function involves distributing resources to effectively organize the educational process, rationally utilizing the potential of the pedagogical team, and forming appropriate organizational structures. Today, creating horizontal management structures in education, namely establishing "Professional Learning Communities" (PLCs) that strengthen the cooperation of teachers, is a new interpretation of the organizing function.

c) Motivation: the most delicate and important part of educational management is motivation. The educational process is not like producing a material product; it requires working with the human heart and mind. Therefore, an educational manager must create conditions for the professional growth and creative exploration of teachers, and motivate them both materially and spiritually. In addition, awakening the internal motivation of students and supporting their interests is also an integral part of educational management.

d) Control and monitoring (quality assurance): in the traditional system, control was often viewed as a means of "punishment" or "finding faults," whereas in modern educational management, control is a mechanism for ensuring quality and continuous improvement. Today, the control function is carried out through information-analytical systems (ERP, LMS platforms). This allows the manager to analyze educational outcomes in real-time, objectify curricula (eliminating subjectivity and corruption), and make necessary pedagogical decisions.

By the mid-2020s, educational management has moved to a fundamentally new stage. This was driven by technological transformations and social changes in society. The following specific features of modern educational management can be distinguished: Transition from administration to leadership: today, the difference between the concepts of "director" and "leader" is clearly evident. While an administrator tries to maintain the system, a leader strives to change and develop it. The transformational leadership model prevails in education. Such leaders create an atmosphere of trust within the team, encourage risk-taking (testing innovative programs), and serve to unlock the internal potential of every teacher.

Digital Management and Artificial Intelligence (AI): digitalization has entered all aspects of educational management. Today, "Smart School" and "Digital University" ecosystems operate in educational institutions. Using big data and artificial intelligence analytics, managers are making the following decisions:

- a) Predicting individual trends in students' academic performance;
- b) Fairly distributing the pedagogical workload;
- c) Managing material resources based on energy efficiency.

Digital management eliminates bureaucratic barriers, allowing managers and teachers to devote more time to the educational process, which is their primary task.

3. The Concept of a "Learning Organization" This concept, proposed by Peter Senge, is being fully implemented in educational institutions. A learning organization is an institution where its members (teachers, administration, and even students) continuously learn, change their mindset, and apply new knowledge in practice. Here,

the educational manager is not a "big boss," but a facilitator of the collective learning process.

4. Cooperation with Stakeholders Modern educational management operates the institution not as a closed system, but as an open social institute. In this process, social partnership relations are established with parents, local communities, business structures, and non-governmental organizations. For example, the participation of the "Parents' Council" in the transparent management of the school budget or the establishment of a "dual education" system with local enterprises in vocational colleges are strategic tasks of management.

Discussion. There are also a number of problems in increasing the efficiency of management in the education system. In particular, factors such as insufficient staff capacity, managers' inability to fully abandon traditional authoritarian management methods, and the complexity of financing innovative projects hinder the full formation of educational management. In addition, when introducing educational management, the mistake of "copying" is observed. Directly applying management models from Western or developed countries without taking into account the local cultural and social environment does not yield positive results. Therefore, it is necessary to create a national educational management model that harmonizes the national values, mentality, and educational traditions of Uzbekistan with modern management principles.

Conclusion. The essence of the concept of management in education is that it is a socio-pedagogical and economic mechanism that ensures the sustainable development of an educational institution, purposefully mobilizes resources, and most importantly, enhances the quality of human capital. Research shows that today a successful educational institution achieves high results not just because it has good teachers or modern buildings, but because an effective, fair, and innovative management system is established there. In the future, educational management will rely more and more on artificial intelligence and big data analytics, but at its center, the "Human" will still remain – namely, a teacher dedicated to their profession and a student aspiring for the future. A modern educational manager is not only a universal specialist embodying the knowledge of an economist, psychologist, and lawyer, but also a leader who continuously learns with their team, adapts to external changes, and thinks strategically. The success of all reforms in the education system depends precisely on this link – on how high the quality of educational management is.

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