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IMPROVING OF THE IMPLEMENTATION OF THE MODERN MANAGEMENT MECHANISM IN UZBEKISTAN EDUCATION SYSTEM

Abstract: In this article, the author analyzed the issues of creating an information environment that provides a wide range of educational services designed to meet the needs of all levels of society, as well as forming mechanisms for introducing digital technologies into educational processes and implementing them, developing and managing the educational system.

Key words: state, society, management, educational system, educational services, educational process, digital technologies, educational system development, digital educational environment, competitive educational system.

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Introduction

A number of tasks have been set in the further development of the educational system of the Republic of Uzbekistan, among which it is especially important to improve the quality of education and to create opportunities for citizens living in all regions of our republic to use educational resources and services, regardless of their age, nationality and profession.

Creating an information environment that provides a wide range of educational services designed to meet the needs of all layers of society, as well as forming mechanisms for introducing digital technologies into educational processes and their implementation is important in the development and management of the educational system.

URGENCY

The problems of developing the digital educational environment and its impact on increasing the efficiency of management decision-making, as well as improving their organizational and management mechanisms, are one of today's requirements. At the same time, in order to increase the competitiveness of the educational system, it is considered appropriate to develop a number of scientific recommendations on the management of

educational institutions through information and communication technologies.

RESEARCH METHODOLOGY

The management mechanism of the educational institution in our country consists of determining the ways of improving the teaching staff and qualifications, training competitive personnel, and taking a place in the market of educational services. All the most forward-looking approaches and unique strategic management tools provide transformation, assuming primary human energy, professional rationality and the overall internal ability of the organization's employees to create competitive advantages in time.

Management of educational institutions in Uzbekistan as an economic system stems from the complexity of this system. In particular, the use of non-economic methods of management decision-making by educational institutions prevents them from finding ways to adapt to new institutional conditions.

THEORETICAL APPROCHES

At present, there are not enough simple, convenient and flexible methods of evaluating the effectiveness of various links of educational

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institution management. In such conditions, the economic diagnostic mechanism solves the problems of adapting educational institutions to new market conditions. Because management based on the principles of economic diagnostics operates in the mode of preventing wrong decisions.

Economic diagnosis identifies problems at different levels, performs a complex analysis and provides a rational decision, and is distinguished by its breadth of possibilities and perspective. A comprehensive assessment of the effectiveness of the management process of an educational institution arouses interest in market entities and becomes of urgent importance.

Economic diagnosis is an important element of organizational and economic management processes in each educational institution and is part of information and analytical support.

ANALYTICAL PART

The management will be aimed at ensuring the stability of the educational institution as a system and transition to the predetermined state. Management focuses on achieving specific goals in a changing environment while maintaining the primary purposeful nature of the system. The content of management consists in processing information, maintaining an optimal variety of system elements, observing constraints, regulating and changing the interdependence of elements.

Information developed through decision-making is transformed into action. From this point of view, the successful implementation of management depends on the collection (selection) of information and processing it in the right way.

Diagnostics plays an important role in the process of collecting and processing information and making management decisions and the quality of the decisions made will directly depend on how reasonable the diagnosis is. In a general approach, diagnostics can be interpreted as the teaching of the methods and principles of determining the inconsistencies that occur or may occur in the functions specific to the object being studied.

It is not appropriate to consider diagnostics separately from the general chain of the management

decision-making process. In fact, at all stages of providing the management process with information, processing information and developing management decisions, it is necessary to perform many tasks that have a diagnostic content.

Because, in most cases, the management decision-making process is divided into the following stages:

- problem identification and definition;
- collecting and processing the necessary information about the problem;
- development and adoption of decisions;
- implementation of the decision;
- control over decision implementation.

In economic diagnostics, it is carried out in the form of analysis of collected and processed information. Accordingly, the following analysis

3 directions can be considered important:

- to assess the state of educational services, to determine changes in regional aspects;
- study the main factors that led to changes in the educational capacity of the educational institution and evaluate their impact;
- identification of resources for increasing the efficiency of the educational institution.

Appropriate management methods are used at each stage of the educational system development management mechanism (economic, administrative, socio-psychological), this is the most important, as the main competence of educational institutions, the educational institution helps to develop the professional competence of teachers, to increase the prestige of the institution, to train competitive staff for the market of educational services.

CONCLUSION

In conclusion, it is not appropriate to consider diagnostics separately from the general chain of management decision-making process in an educational institution. In fact, at all stages of providing the management process with information, processing information and developing management decisions, it is necessary to perform many tasks that have a diagnostic content.

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