THEORETICAL ASPECTS OF THE ESSENCE OF EDUCATION MANAGEMENT AND PEDAGOGICAL MANAGEMENT

Norboyeva Dilnoza Darvishaliyevna*
Jizzakh polytechnic institute, Jizzakh region, Republic of Uzbekistan

Abstract
The content and correlation of a number of terms used in education management are revealed, a comparative analysis of their interpretation in domestic and foreign publications is carried out. The purpose of the article is to study the possibilities of a systems approach in the management of individual educational institutions and the educational system as a whole. The author substantiates the need for the formation of systems thinking among managers, whose specialization is the range of educational services. In addition, the theoretical blocks of the content of the program for retraining and reorientation to new facilities for the functioning of educators are determined.

Key words: Education, University, Subjects, Management and Pedagogical management.

1. Introduction
Management; control; pedagogical management; educational management; management of the educational organization; management of the educational process. The theory of education management is a relatively new scientific discipline aimed at improving the efficiency of management in the field of education. The starting point of its development is considered to be the work of F. Bobbitt, Professor of the University of Chicago, “Some General Management Principles Applied to Urban School Systems”, published in 1913. T. Bush, J. Kupman, M. Johnson, P. Silver, J. Dean and R. Bletchford, N. Adams and others made a significant contribution to the development of the problem of applying classical management theories to the management of educational organizations abroad.

2. Literature Review
In the 1990s, works appeared in which the authors began to apply the theory of modern management to school management, to consider the school as a social system. Among the studies of this period are the works of M.I. Kondakova, E.S. Bereznyak, Yu. V. Vasilyeva, Yu. A. Konarzhevsky, T. I. Shamova, P.I. Tretyakov, M.M. Today, the theory of education management in Russia is an intensively developing area of scientific knowledge. The work of V.A. is devoted to the introduction of modern management concepts into the practice of managing educational organizations K.M Ushakov, M.L. Agranovich, E.M. Khrapovitskaya, V.N. Vvedensky and others.

The main requirement for the language of science is clarity, independent of the personal experience of various researchers. Science achieves clarity through the use of terminology (Reisinger, 2014). The term should have a scientific definition that implies assigning a specific meaning to it. “Scientific terms are the specified designations of objects, phenomena, their properties and ratios that are characteristic of a given field of science. Within the bounds of this science, these terms are unambiguous. Therefore, there is a tendency towards unification, unambiguous correspondence between the terms used in various national languages (Ye Druzhinin, 2005).

*Corresponding author: Norboyeva Dilnoza Darvishaliyevna
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Most authors agree that “the best way to translate is to identify in the language of translation the equivalent of the term of the language of the original” (Firsova, 2011; Lyubchenko and Karpova, 2012; Kruglov, 2014). In the absence of vocabulary correspondence, transcription, transliteration, tracing, etc. are used. Transliteration is “translation by recreating the form of the lexical unit of the original language with the letters of the translating language.” The transcription reproduces the sound form of the word. “Semantic calking is a translation of the lexical units of the original by replacing their components with their lexical matches” (Firsova, 2011). Quite often, the reason for borrowing becomes. Chistyakova, not the absence of the necessary concept in the language of translation, but “striving for a fashionable, more modern word that turns out to be prestigious”.

E.V. Polishchuk notes that when translating management terms, “at least two extremes should be avoided: on the one hand, attempts to “Russify” American terminology, on the other, simply to transliterate or transcribe American terms in cases where there are adequate Russian words equivalents” (Bishwa Bala Thapa, 2011).

In the past two decades, the terms “educational management” and “pedagogical management” which are often used as synonyms, have become widespread in domestic publications. Since the term “management” itself is of English-speaking origin, it seems to us important to determine the conditional limits of its application in the theory of education management.

The modern interpretation of the concept of “management” can be viewed on the basis of the most well-known translated publications in this area in our country. One of the leading theorists on management problems, Peter Drucker, considers management as a special institution - “the leading class of managers” (Zolotov, 2015), “a special organ of an enterprise” (Zolotov, 2015) and an applied discipline, “whose effectiveness is measured by the results achieved” (Zagvyazinsky, 2017).

The most important function of management P. Drucker considers “ensuring economic efficiency” (Zolotov, 2015), and his most important task is “Company Management” (Zolotov, 2015).

In his introductory article “The Lessons of American Management” to the Russian edition of the American management text book, Professor L.I. Evenko writes: “Management - in Russian “management” is a function, a type of activity that leads people in a wide variety of organizations. Management is also an area of human knowledge that helps to realize this function. Finally, management as a collective from managers is a certain category of people, a social stratum of those who carry out management work” (Mukushev, 2014). Thus, we can distinguish three basic meanings of the concept “management”:

1) The category of people - professional managers. In this sense, they say, for example, “top management of a corporation” or “Top management”.
2) Type of activity - organization management. "The management process consists of the functions of planning, organization, motivation and control" (Mukushev, 2014).

Science is an applied scientific discipline, the object of which is the organization, and the subject matter is the management of the organization. As applied to the management of an organization, the terms “management” and “administration” are used interchangeably in English. The management of a commercial organization (business) sounds like “business management”, while the well-known and popular master's MBA program worldwide is an abbreviation of the Master of Business Administration, which can be translated as “business administration”.

The question of the relationship between the concepts of "management" and "management" is debatable: some authors use them as synonyms, others distinguish these concepts. We share the opinion of D.A. Novikov on the “nesting” of management in management: “The subject of research in management science
is the management of systems of very different nature - technical, economic, social, biological, etc. The subject of management research is the management of organizations” (Shamova et al., 2002). Within the framework of such an approach, the concepts “management” and “management” are synonymous only if it is a question of managing an organization.

Based on the above, we can draw the following conclusion: the use of the term “management” as a transliteration (borrowing) of the English term “management” is correct in defining the class of professional managers and scientific discipline, since there are no equivalents in the Russian language that fully coincide in meaning.

3. Education as an Object of Management

Depending on the context, the concept of “education” can be considered as a branch of the economy, as a multi-component system and as a process of training and education and the result of this process.

Education as a branch of the economy is a set of business entities that provide educational services that have a homogeneous consumer and functional purpose. Education management as a branch of the economy implements the sectoral ministry. Until recently, it was the Ministry of Education and Science of the Russian Federation, and after May 15, 2018 two departments: at the level of general education - the Ministry of Education of the Russian Federation, at the level of higher education - the Ministry of Science and Higher Education of the Russian Federation.

As a multi-component system, education includes: organizations engaged in educational activities, teachers, students and parents; state authorities in charge of education at the federal, regional and local levels, etc. (Shcherbinova, 2009).

The objects of management in this context will be: the education system of the country as a whole, the education systems of individual regions, cities, city districts, townships, and directly educational organizations. In English, in the field of public administration, the term “public administration” is used, the Russian analogues of which are public administration and public administration. The term “management” is generally not used in this context.

The management of an educational organization is the function of the director of an institution. “The sole executive body of an educational organization is the head of an educational organization that exercises current management of the activity of an educational organization” (Shcherbinova, 2009). Inside the educational organization management can apply to various types of its activities: educational, scientific, administrative, financial and economic. As noted above, the management of the educational organization using the term "management" as a synonym for "management" is quite acceptable.

The third interpretation of the concept of “education” is also reflected in the Federal Law “On Education in the Russian Federation”: “Education is a single purposeful process of education and training, which is a socially significant benefit and is carried out in the interests of a person, family, society and the state, as well as a set of acquired knowledge skills, values, experience, activities and competencies” (Shcherbinova, 2009). The processes of training and education are the subject of research pedagogical and psychological sciences. In this context, the use of the term “management”, in our opinion, is incorrect.

4. Понятие «менеджмент в образовании» в зарубежных публикациях

In English-language literature on education management, various terms are used: “classroom management”, “pedagogical management”, “educational management” and “educational administration”. Let's analyze the content of these concepts.

The term “educational management” (literally “educational management”) can be translated into Russian by means of semantic tracing, which is often used when translating not only scientific terms, but also widely used phrases: Winter Palace - Winter Palace, White
House - White House (Lyubchenko and Karpova, 2012). In this case, the correct translation of the term “educational management” will be “education management,” meaning by it the management of organizations in the field of education.

In the international dictionary, the concept of “educational management” is interpreted as a theory and practice of organizing and administering existing educational institutions and systems. This term is used to describe the day-to-day management functions of an educational organization. The focus of education management is on operations with school finances, staffing, etc. (Lyubchenko and Karpova, 2012). The field of education management is all that relates to the child’s schooling (organization of the school museum and library, catering, coordination of the educational process, etc.).

The description of the Master's Degrees in Education Management master programs indicates that the field of education management is related to the operational management of educational institutions.

The term “educational administration” is also applied to the theory and practice of managing educational organizations, therefore, in most English-language publications, it is used as a synonym for “education management”.

The concept of "pedagogical management" is translated into Russian as "pedagogical management." This term is used in foreign publications describing various techniques and methods of training and education. By its semantic meaning, this concept is close to the Russian term “teaching methods”, which is defined “as a description of specific techniques, methods, methods of pedagogical activity in certain educational processes” (Melik Gaykazyan, 2006).

Below are examples of foreign studies whose names use the term pedagogical management. The article “The pedagogical management of homework” is dedicated to managing the homework of students. The work “Pedagogical management in the function of family and school partnership” describes the issues of managing family and school cooperation. The publication Development Studies a part of pedagogical management discusses the possibilities of using discussion in the process of teaching schoolchildren. The article “Pedagogical Management of Teaching Social Studies” deals with the effective organization of the study of interdisciplinary subjects on the example of the social sciences. These examples indicate that this term refers to didactics and is not associated with economics and management as with scientific disciplines.

The essence of the term “classroom management” is the management of the educational activities and behavior of students in the classroom. In various glossaries and dictionaries, this term is interpreted as:

- “A wide range of skills and methods used by the teacher in the classroom to achieve the objectives of learning”
- “The method of the most productive (efficient) organization of training for a group of students”
- “Teaching methods for establishing and maintaining a learning environment, including methods for preventing and preventing student misbehavior”

Thus, in this section, we found out that in the English-language literature two groups of terms are used:

1) Terms related to the management of educational organizations (“educational management” and “educational administration”)

2) Terms related to the management of the educational process (“pedagogical management” and "classroom management”).

In recent years, the concepts of “educational management” and “pedagogical management” have been actively used in domestic publications. The work of A.I. Baranovsky, P.S. Krasnova, P.A. Petryakova, V.E. Tsibulnikova, M.N. Pevzner, V.I. Zhigir and others.

Educational management is a literal translation of the English term “educational
management”, so it is logical to assume that in Russian it should also refer to the scientific discipline “management” and mean “management of educational organizations”. Indeed, a number of domestic authors apply this term to the management of organizations: schools, universities, institutions of additional education (Zagvyazinsky, 2012).

However, the definition of A.I. was the most well-known and widely cited definition of this concept. Baranovsky, who considers educational management as “a specific branch of management sciences, which has absorbed the origins of pedagogy, psychology, sociology of management, management and marketing” (Andryukhin, 2014).

We believe that this interpretation is not entirely correct. The term “educational management” can be viewed as industry-specific management. In this context, it can be used along with the term “management of educational organization.” Examples of such use of the term “management” can be found for organizations of other areas (types) of activity: banking management, health care management, food industry management, hotel management, etc. Of course, using the same methods and concepts of management, it is necessary to take into account the specifics of organizations, but this does not mean that management theory applied to organizations producing different types of goods and services becomes a synthesis of management and medicine or other scientific fields. Therefore, educational management cannot and should not include the “origins of pedagogy”.

Pedagogical management devoted to the work of V.P. Simonov, V.A. Sitarova, E.V. Tereshchenkova, F.V. Sharipov and others. In addition to numerous articles, manuals are published, training courses are read and dissertations on pedagogical management are defended. In this regard, it is important to find out when and how “management” has become a pedagogical concept, as well as its meaning in this context.

If we trace the chronology of the mentioning of the term “pedagogical management” in domestic publications, we can assume that the scientific pedagogical sciences V.P. Simonov. In the scientific electronic library (eLIBRARY.RU) we found six different editions of a textbook on the pedagogical management of this author (1995 - 2009), the total number of references to which in the library is 994. From which it follows that this concept is quite popular in pedagogical community.

V.P. Simonov defines pedagogical management as “the theory, methodology, and technology of effective management of the educational process, based on a set of philosophical, pedagogical, social, psychological, economic, and managerial concepts, laws and laws” (Petre Cristian, 2016).

The need to study the problems of pedagogical management V.N. Vvedensky explains “by the fact that recently management functions, such as pedagogical analysis, planning, organization, control, and correction, have become very important in the activities of teachers. We are talking here about the management of the pedagogical process as a whole and its individual parts (lessons, extracurricular activities)” (Garbuz, 2004).

In this regard, many authors point to the need to turn a teacher into a manager of the educational process (Kurdyumov and Knyazeva Ye, 1999). University professors, professors, too, must move “from the usual role of the knowledge reproducer to the role of teacher-manager” (Sindhu, 2011).

Note that none of the English-language publications on pedagogical management, which we analyzed, do not say that the teacher should become a manager. We believe that in the light of modern requirements it can be called a tutor, a facilitator, but under no circumstances can the term “manager” be used in relation to a teacher.

Above, we talked about the need to use correct scientific terms and unambiguous definition of their content. Therefore, we believe that it is necessary to abandon the use of the concept of “pedagogical management”, replacing it with the terms “management of the educational process” or “pedagogical
management”, which is its semantic traces that fully reflect the semantic meaning of this concept.

Following the logic of teachers using the term “pedagogical management” to denote the management of the educational process, representatives of the health care management should use the terms “surgical management”, “dental management”, etc. Since both the surgeon and the dentist also manage the processes, they draw up a plan of operation (treatment), supervise the assistants and the patient, exercise control, and consequently turn into medical managers.

At the end of this section, we will cite the words of one of the founders of the Russian scientific school “Methodology of Pedagogy” V.P. Polonsky: “Usually” fashion for a term “is born within the walls of metropolitan institutions and gradually spreads throughout the country. In most cases, the new term is the English equivalent of Russian or another language. In the Russian language, of course, there are their equivalents, but with its appearance a “novelty” arises, and with it dozens of articles and dissertations. A return to the old term usually occurs when the number of works begins to exceed all reasonable limits” (Page et al., 1977).

It should be noted that even some authors of publications on pedagogical management adhere to the same point of view. So, for example, V. A. Sitarov indicates that the English-language “management” is “quite worthy Russian correspondences: “management” or “organization”. The problem of replacing domestic terms with foreign ones is that they introduce certain semantic distortions into the defined concept”.

Regardless of which adjectives are put by individual researchers before the term “management” (pedagogical, educational, school, etc.), management does not become a branch of pedagogy. This is a branch of economic science.

At the end of the article we will quote from the work of the Georgian philologist D. Zautashvili: “The language can self-clean, get rid of the functionally unnecessary, unnecessary. This happens with foreign words. In any case, the history of the Russian language testifies to just such a property of it. We need a systematic and painstaking scientific and educational work, the ultimate goal of which is to develop a culture of dealing with the word (Kruglov, 2014).

XXI century aggravated a serious problem, the essence of which is the search for ways of balanced, deliberate and adequate management of constantly complicating systems, including the education system. The use of effective management technologies, previously implemented mainly in the economic sphere, is a common practice in the modern educational space. And their demand is growing, as evidenced by opinion polls, monitoring of popular advanced training courses, educational institutions’ requests for professional skills and quality of specialists. There was even a corresponding term - “education manager”.

According to the popular notion, the “education manager” is a professional of a new generation, “capable of creatively carrying out professional managerial and pedagogical activity, continuously developing and self-realizing as an individuality”, it is an organizer “at the level of high art” (Shcherbinova, 2009). According to N. N. Shcherbinova, the field of activity of the education manager includes four blocks: 1) administrative; 2) pedagogical; 3) communicative; 4) research (Bishwa Bala Thapa, 2011).

In a free interpretation, the role of the management and education manager is determined by the formulation of a number of questions (which M. V. Evdokimov calls difficult, and the time experienced is difficult, but interesting) (Evdokimova, 2008): “Who will help the head of the educational institution (school principal, rector of the university) develop and implement a successful PR-company educational programs? ”,“ Who can at school (technical school, college, university) to assemble a team of gifted like-minded people interested in the result, able to generate ideas for applications for international grants, prepare appropriate documentation for them and win, thereby increasing the competitiveness of an
An educational institution as part of the educational space and as an element of a social system is an integral dynamic socio-pedagogical system (Shamova, 2002). When defining a system, many authors point out P. Atkins’s interpretation, agreeing with him that this is a separate part, a fragment of the world, the universe, which has a special quality - emergence, relative self-sufficiency (A Dictionary of Education, 2009). T.I. Shamova, P.I. Tretyakov, N.P. Kapustin understand the system as “purposeful integrity of interrelated elements, having new integrative properties that are absent in each of them” and dynamically connected with the external environment (Lyubchenko and Karpova, 2012).

With a high degree of integration of social processes, when the solution of one problem depends on the solution of many others, when the designated problems themselves become complex, an adequate methodological basis is required for studying and describing “any kinds of systems regardless of their nature, forms of existence, degree of complexity, features of functioning” (Firsova, 2011). Such a confident "base" becomes the general theory of systems, synergetics.

Synergetics (gr. - joint cooperative action) originated in the 80s. of the last century (we recall that for creating the theory of self-organization of matter its author I. Prigogine was awarded the Nobel Prize; G. Haken gave the name to a new scientific direction - synergetics). Its feature is an integrating character. Synergetics is defined as the science of self-organization of physical, biological and social systems, the science of unstable states preceding a catastrophe, and their further evolution (catastrophe theory), the science of the universal laws of nature evolution (Khadartsev et al., 2012). B. A. Mukushev, calling synergetics "the methodology of knowledge and the mechanism of optimal control of complex-organized systems of animate and inanimate nature" (Mukushev, 2014), states that today it is perceived as a science, giving mankind a chance for survival, this is a kind of "precautionary challenge" to the surrounding reality and the world community (Mukushev, 2008).

The openness of the pedagogical system, as its natural property, ensures a constant information exchange: in the conditions of variability of environmental factors, changes occur in the internal state of the system, increasing its diversity. The consequence of this is the formation of a number of internal contradictions:

- Between stability and variability, which is caused by a combination of conservatism (the traditional function of translation of cultural samples) and the ability to transform under the influence of changes in society.
- Between unity and diversity - a consequence of supporting (and introducing) innovations and maintaining the general requirements for the content and results of the educational process.
- Between individualization and unification of the education process as a result of the coexistence of the task of creating for each student conditions for personal development (“individual development trajectory”) and the need to comply with unified (uniform) requirements for learning success (provided, for example, with a system of control and measuring materials, funds of assessment school grading system).

Education as an open system is nonlinear. Using the statement of S. P. Firsova, “the diversity of potential states expresses the uncertainty of the future, thanks to which the education system has several options for its change and is open not only to the present, but also to the future society” (Firsova, 2011).

Naturally, in the context of the educational space, the functions of the manager are adjusted. The areas where the active position of managers
is required are located rather than within the organization itself (or not only in them), but on the border between the organization and the external environment. And this is important when deciding where the efforts of the manager should be directed. The manager is constantly faced with such a variety of problems that can compete on a set of types and types of academic. And the level of responsibility for the "product" is unusually high. According to A. I. Prigogine, the consequences of managerial innovations are much less predictable than the consequences of technological innovations” as a result of the eternal confrontation between the ideal and everyday life (Ye Druzhinin, 2005).

Traditionally, the main sign of professional suitability of a manager is management profit, which is understood as the ratio of values from management decisions to the costs that were raised to support these decisions. This concept was introduced by Zolotov (2015), pointing to the possibility of improving efficiency (including economic) not only through the introduction of a different accounting scheme, innovations in the field of finance or technology, but also management innovations - through the organization relevant joint activities of managers and employees of the company. The dependence of the increase in performance on changes in the work of employees is emphasized by H. Reisinger. By the generation M (the millenial generation, the “network generation” born in 1980-2000), he calls those who will replace the previous composition of workers in the near future. They have the characteristics necessary for a managerial “breakthrough” in all areas of life activity: “with huge networks of connections, where everyone helps the other to solve all the problems,” they are “smart, and this is really the first generation that

Truly capable of working in a group”, they are mobile, able to find and find creative and simple solutions for complex tasks (Reisinger, 2014).

To select a management action, determine its content, nature, purpose, and for its implementation, the manager needs to see in the system parts, blocks, subsystems, structure-forming elements. The basis of the analytical activity of a manager is taking into account the interrelations of all substructures, phenomena and processes. As a rule, all relations of management are attributed to the backbone: subordinate (vertical), coordination (horizontal), successive, etc. The emphasis is placed on them. The place of place is assigned to the cause-and-effect relationship, but subject to the refusal to accept the primacy of the cause as an axiom. Habitual thinking is presented in terms of either cause or effect, but in time and space, the effect immediately follows the cause. In the systems approach, the explanation cannot serve any particular reason, it is necessary to take into account the structure of the system and the relationships of factors within it. And if we limit the search for causes to the area in which the effect is manifested, then wrong conclusions can also be drawn. Special attention to the situation is necessary when a repetition of situations occurs - the “pattern” of events.

Fundamental in characterizing the management process of an educational institution are
- System-structural aspect defined by a given quality
- System-functional aspect - the goal is one of the backbone factors and requires the means and actions to achieve it, which determine its functionality
- Historical aspect - the presence of internal contradictions of the system
- A communicative aspect that implements an educational institution as an open system
- Informational aspect - interaction with the external environment
- The managerial aspect is determined by the difference between the perspective (desired) state of the system (i.e. the target) and the existing one (Shamova et al., 2002).

The main integrative results of an effective educational institution management system include:
- Obtaining integrative quality criteria
- Ensuring the focus and competitiveness of the management system in the external (marketing) environment
• Creation of a unified information base for managerial impacts on the quality of the educational process (Lyubchenko and Karpova, 2012).

In order to clarify the needs of education workers - directors of educational institutions, deputy directors for educational work, organizers, teachers, class teachers, heads of children's and teenage associations, etc. - we conducted a survey. According to the results of the analysis of 400 questionnaires, the course “A systematic approach in the practice of an educational institution: technologies and management issues” was developed.

The objectives of the course were

• Increase the professional competence of teachers in the field of modeling activities, analysis and selection of effective solutions to professional problems based on systems thinking.

• Improving management and educational skills in terms of a systems approach

• Acquisition of skills to use system management technologies for solving various practical problems in a modern educational institution.

The course was divided into three sections.

1) Systems thinking: concept, advantages, professional quality. The relevance of a systematic approach to the practice of educational institutions. The section discusses the features of the use of systems thinking in the educational space; system theory (the concept of the system, its features); the occurrence of system properties; simple and complex systems; stability of systems and the principle of "leverage"; search for optimal points of impact.

2) Systems thinking: methods, modeling. Section content: modeling; self-learning organizations; intelligent models as a system; ways to overcome mental limitations; delusions of logical thinking; the role of intelligence and emotional states in systems thinking; external and internal territory of a person; methods of systems thinking in the practice of an educational institution.

3) Systems thinking: management techniques. The section introduces system archetypes as tools for solving current and strategic problems; methods of analyzing the structure of the system; theory of restrictions; the laws of systems thinking and the characteristics of their refraction in the practice of an educational institution; representation of the object as a system: the essence, the peculiarities of the process, the conditions in the context of solving the tasks of the development of the educational space.

The course was tested in several cities: Kaluga, Kostroma, Monchegorsk and Samara. Heads of educational institutions (mainly school principals and their deputies), vice-rectors of universities, whose duties include the organization of the quality system, representatives of the industrial and social sphere, professional managers (administrative staff at the district, city and regional levels), university teachers and teachers schools. If you build a “curve” of students' awareness of the systems approach to management (both from theoretical positions and from the point of view of practical application), then at its highest point will be those who know, apply this approach and are convinced of the effectiveness of systems thinking. These turned out to be about 80 % of the listeners representing the production sector (in the total number of students water owners was only 5 %). The next stage - those who have heard of the systems approach, have a positive attitude towards it, but have not applied it in their practice. This is 3.5 % of the total number of students who made up the group of heads of educational institutions (it is noteworthy that the interest in teaching systemic thinking in solving managerial tasks was the higher, the lower the managerial function of the listener). Among the “ordinary” educators and teachers (25 % of the total number of listeners), the informed ones turned out to be even smaller - units. Most students noted the prevalence in practice of such a phenomenon as “leadership of an organization
on a point basis, based on the flow of events that occur here and now” (Kruglov, 2014).

Questioning the students revealed a range of problems that became “satellites” of course training for education managers in the context of a systems approach. For any qualitative characteristics of the composition of students, it is necessary to rely on both the fundamental and applied components of the course, especially the practical part, as a way to develop certain behavioral skills. The manager needs to “know and understand the whole scheme” of actions, then “it will not be a problem for him to build it correctly” (Andryukhin, 2014). At the same time, his ability to predict was emphasized: it is important to understand the qualitative characteristics of the state of the system, which will make it possible to determine the need for management decisions (or their contraindication).

The manager should be aware of the ambiguity of the consequences of making decisions about any innovation and the process of its implementation. Management decisions do not require costs comparable to technical ones and are often more effective, but they are associated with changes in the corporate culture, behavioral habits of the organization’s members, and therefore their implementation can be difficult, not 100 % consistent with what was originally planned, and cases of inversion are not uncommon. The education manager should remember one more “pitfall”: when a decision on innovation was made and the process of its implementation started, a period of disorganization precedes the “take-off”, instability, which, if not properly controlled, may exceed the planned “advantages”.

As the main object of application of the manager's efforts, the overwhelming majority of trainees named two directions: the development of an organization strategy and a change in the organizational structure (restructuring, reduction or increase in staffing, staff rotation, etc.). However, the analysis of strategy development at different levels (from management of the organization to individual planning of professional educational activities) caused difficulties at the stage of understanding the essence and formulating its content. Under the strategy of an educational organization, students often understood long-term planning.

The second direction is in demand because of the widespread belief among managers that it is necessary to look for the reason for the stagnation of the institution's activities primarily in its organizational structure (about 76 % of respondents answered this way). In the course of mastering the course material, most of them adjusted their ideas about the “omnipotence” of the organizational structure and directed their efforts at redefining the official duties of each “element of the system”.

Most successful educational structures of leadership type (copyright general education schools, specialized lyceums for gifted children, etc.) are based on the authority of a leader with non-standard thinking, special charisma, the ability to persuade and lead. If another manager takes his place, in most cases the original establishment loses its status. But if the corresponding “ground” was prepared, then the pedagogical idea continues to live in the originally conceived author's version when changing the first person - “any system will beat the talent” (Garbuz, 2014).

Mastering management allows you to overcome the stereotype of structural thinking, which presupposes the only correct version of the vertical command-administrative management system, and switch to a horizontal, professional cooperation system (corporate management style with regard to individual interests). According to system thinking, structure is a way of interconnecting elements of a system. The emphasis with this understanding "moves" to the interaction on the relationship of elements.

The compulsory component of the course “System approach in the practice of an educational institution: technology and management issues” is the project activity of students in a temporary target group, whose participants in practice acquire skills to evaluate and take into account the characteristics of each of the team members (ideas generators, their developers, “implementers” (according to A. I.
Prigogine), assign responsibilities, formulate general goals and current tasks of the activity, see the advantages of teamwork and use them, etc. This part of the program Amma, along with graduation work, creates the conditions for testing the knowledge gained by students in quasi-professional activities.

In the learning process comes an understanding that it is difficult to implement, for example, self-organization in a single subsystem, without affecting the hierarchy of the entire pedagogical system or educational structure (school, university) (Mukushev, 2008). Therefore, the proposal of school directors (94% of the total composition of managers of this link) to teach system thinking through “immersion” of the whole team on the basis of a specific educational institution followed and to purposefully and comprehensively transfer “small secrets that, when scaled, give great advantages” (Kruglov, 2014).

Thus, the systems approach and systems thinking in education management serve:

- To overcome thinking that causes problems
- Detection and destruction of everyday stereotypes
- Understanding of management methods in accordance with the principles of systems thinking
- Developing the ability to understand the functioning of the component parts of the systems individually and in combination
- Adequate establishment of interrelations between external and internal processes and phenomena in relation to the system
- Developing the ability to ask questions “what if ...?” And analyze the future behavior of systems
- Acquisition of readiness to change the structure of the system, the relationship between its elements and their functionality.

5. Conclusion

Based on the results of a comparative analysis of the terms of education management used in domestic and foreign publications, we have identified significant differences in their interpretation. The semantic meanings of English terms and their correct translations into Russian.

We believe that the term “management” as a transliteration of English “management” is correctly used in education in relation to the management of organizations, as well as the name of an applied economic discipline that develops new methods of managing educational institutions or adapting methods used in business. In all other cases, the correct use of the Russian term "control".

6. References


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