



## **TECHNOLOGIES OF ORGANIZATION AND MANAGEMENT OF EDUCATION AND TRAINING PROCESSES**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> October 10 <sup>th</sup> 2022	Organization and management of the pedagogical process in the continuing education system, implementation of tasks that serve to increase its quality and efficiency, i.e. ensuring the effectiveness of the educational process, the leaders, teachers, educators and other specialist staff of the educational institution, who are considered participants in the pedagogical process determines the need to develop and put into practice the mechanisms of coordination of activities. In the article, pedagogical processes and pedagogical systems organized in educational institutions; specific features of pedagogical processes organized in the continuous education system; issues of organization and management of the pedagogical process in the continuous education system were analyzed on a scientific basis.
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### **INTRODUCTION**

In the current period, these actions, in turn, made it possible to carry out deep and purposeful reforms in the education system, which is the basis of a great future. It also brought to the field the humanization of education and the essence of the content of education, a person-oriented approach. At the centre of this approach is the individual. This approach allows for free choice of educational content [1-4]. In the process of implementing a person-oriented approach, the educational, spiritual, cultural and life needs of the person are met. Most importantly, a humane attitude towards the person is shown. The individuality of study and the ability to act independently is formed in cultural and educational conditions.

Technologization of education is considered a direction of pedagogic science, which researches and reveals laws, optimal ways and means of effectively achieving educational goals based on a technological approach to the educational process. There are many approaches to the educational process in the theory and practice of pedagogy. The nature of technologies for ensuring the effectiveness of pedagogical processes organized in the continuous education system comes from these approaches. Systematic approach technology. Ensuring the effectiveness of pedagogical processes organized in the continuous education system is unthinkable without the

technology of a systematic approach to the science of pedagogy. The introduction of such an approach serves to prevent accidental and unexpected situations in these processes. In the system approach technology, the pedagogical processes organized in educational institutions, in particular, in the continuous education system, are considered as an integral system that is gaining importance, that is, as a complex pedagogical system serving in the external environment [5-9].

### **METHODOLOGY**

In the study of the effectiveness of pedagogical processes, by separating several parts with special characteristics, the relations between them and the characteristics of interdependence are determined, because each part has its effect on the change of the whole system. In this case, it is necessary to imagine them as a whole, that is, as a whole, according to the content and essence of the connections and connections of pedagogical processes [10-15].

The technology of the systematic approach to the study of the effectiveness of pedagogical processes includes technologies embodied based on concepts such as specific integrity, generality, universality, and differentiation, that is, integrated technologies of research. The apparatus of universal concepts, a high level of abstraction, and integrative features of the



main principles - make it possible to use the technology of the systematic approach as an effective way to study the concepts, thinking and worldview of subjects in various fields. "System" is the main concept of the system approach technology, which is represented by such concepts as communication, relationships, integration, integrity, and constituent parts. Interrelated, interacting parts of the system.

As mentioned before, the concept of "system" is widely used in pedagogy, for example, educational system, educational system, a system of forms and methods of organizing the educational process, etc. The pedagogical system, which is one of the types of the social system, consists of a set of structurally and functionally related components that serve the purposes of education and upbringing of people and the young generation, organization and management of the educational process [14-17]. In pedagogy, there are different views on the direction of the technology of the systematic approach, which includes the following.

Firstly, systematicity, and integrity - the system of this form is made up of the interdependence and connection of components, interacting parts and links, and their interconnection is responsible for the implementation and development of functional tasks. includes

Secondly, one of the factors that make up the system is the goal, and methods and means are necessary to achieve it. The behaviour of the system and its components in achieving the goal determines the essence of the system's function.

Thirdly, the pedagogical system represents a set of components that make it up, and its change depends on internal conflicts.

Fourthly, the pedagogical system is connected with the external environment through many communications, as it is open. The external environment and existing relations have an impact on the movement and development of the pedagogical system.

Fifthly, the flow of information into the pedagogical system and its retransmission are manifested as methods of communication of the historical parts of the system with each other and with the system as a whole, as well as with the external environment of the system.

According to sources, the scientific basis of organization and management of pedagogical processes in our country and abroad has deep historical roots - this is the process of development of the technology of a systematic approach. All the bases of the technology of systematic approach to the organization and management of pedagogical processes are based on the results of research conducted on general theoretical, general

management, general technological, and general system approach technologies.

Based on this, a researcher, scientist, leader or pedagogue should consider every incident and event, every object and his own life as a system and apply the principles of systematic approach technology [18-24]. In order to achieve positive results in the organization of pedagogical processes in the continuing education system, the main task of pedagogical staff and leaders is to create the necessary conditions in the team and to develop pedagogical processes as an integrated system for training competitive junior specialists. If we consider the pedagogical processes in the continuing education system as a whole system, their organization and management should also have a systematic nature [23-27]. We can show the content and essence of the technology of a systematic approach to the analysis of the specific characteristics of pedagogical processes based on the following principles: teachers and learners, who are considered participants in the pedagogical process in the continuous education system, act as subjects of this process, or the determination of subject-subject relations in pedagogical processes; goal orientation, consistency and interdependence of activities of pedagogical process subjects; comprehensiveness - the fact that the pedagogical process is a set of interrelated and related components; integrativeness - mutual unity of internal and external factors serving movement and development; interdependence - the existence of pedagogical processes as a separate system and as a constituent component of a higher-order integrated pedagogical system; communicativeness - the fact that the pedagogical system has the characteristics of interaction with the external environment and other systems [28-31].

## **RESULTS AND DISCUSSION**

The effectiveness of pedagogical processes in the continuous education system, that is, the effectiveness of educational processes, the level of compliance of the subjects' personal development and training with the requirements of state educational standards, and the organization and management of pedagogical processes that arise in the activities of the continuous education system the multiplicity and complexity of problems not only implies a qualitative change in the organization and management of pedagogical processes but also determines the need to improve its content.

Processes of educational institution reform usually start with local, separate, piecemeal, unrelated innovations within the creative-pedagogical activity of some teachers. Then the reforms cover sectors,



sectors, links and parts. In the period when the reform process covers the entire object, i.e., the educational institution, all students, teachers, and leaders participate, and new goals and a structural structure aimed at the development and achieving positive results are created. There is a need and opportunity to create a new type of educational institution. In such cases, the educational institution develops as a separate social organism, a social system. A continuous education system aimed at achieving the goals set in advance, created in advance, the process of activities based on existing capacities includes the main (educational) and auxiliary (providing and creating conditions) processes. In connection with these activities, the development processes are aimed at achieving new qualities, high and effective results based on the enrichment and expansion of potential, and are aimed at increasing its effectiveness. It will be necessary to improve supporting processes or operations.

Taking information about failures of activity and results not meeting modern requirements, the system tries to solve existing problems based on old methods at the level of its potential. Stress relief is carried out on the basis of system reorganization. Pedagogical processes as a whole organism develop based on internal changes and the system of interactions stabilizes.

Tasks for achieving the goal, and solving various problems are carried out using modern methods, the results are adapted to the requirements of the time, and the effectiveness of the pedagogical system is ensured. An important component of the pedagogical system is the culture of the educational institution, which includes the technologies of approach to solving the existing problems in the educational institutions, traditions, dishes, prescribed procedures and norms. Matching the philosophy and culture (administrative, pedagogical, educational, spiritual) of the continuing education system is very harmful [32-35].

To effectively organize and manage pedagogical processes in the continuing education system, the internal management of the educational institution consisting of leaders and other representatives of the team, that is, internal control is organized. The team of an educational institution is a complex system, consisting of formal and informal, horizontal and vertical, interpersonal and interpersonal relationships that affect the satisfactory organization of educational and work activities, as well as the results of the educational institution. It covers relations and relations related to labour activity. The educational institution as a systematic object of management activity has the following characteristics: the direction of development based on taking into account the conditions, opportunities, indicators of the institution and the

criteria for evaluating one's abilities; its potential, functional capabilities, individuality and culture; the mentality of the area where the institution is located; its pedagogic system; possibilities of providing scientific-methodical products and tools; internal capabilities and relations with the external environment; such as the development of pedagogical and educational institution teams, as well as the internal management system of the educational institution and its development [34-37]. When changing the general model of pedagogical processes in the continuous education system, it is necessary to be based on the capabilities, initial concepts and beliefs of the teachers of the educational institution, because the updated model meets the changing education of students at the level of modern requirements [37-40]. It is necessary to be able to satisfy their educational and spiritual needs, to use the experiences of teachers with high skills and qualifications, and to create the necessary conditions for the development of their creative potential the main principles should be taken into account:

- when the ways of effective development of pedagogical processes are randomly and tentatively determined, success in their development depends on the abilities of subjects, the ability of pedagogues to see favourable situations and not miss them;
- for the successful development of pedagogical processes as a systematic object, it is necessary to study and coordinate the pace of development of all components that make up it, the integration of relations and activities of subjects;
- success in the development of pedagogical processes depends on the ability of professors and teachers to see the future and identify development opportunities in advance based on existing factors;
- that it is impossible to forcefully determine the directions of development of pedagogical processes without determining the needs and opportunities for the development of pedagogical processes with a complex structure, the abilities and initial concepts of subjects;
- lack of possibility to ensure the effectiveness of pedagogical processes based on the methods of strong, mandatory and comprehensive influence;
- Pedagogical influence in a clearly defined order (local) on constituent parts and joints serves as a basis for achieving good results in the effective development of processes.

#### **REFLEXIVE APPROACH TECHNOLOGY**

The technology of the reflexive approach as an important mechanism of their independent and effective thinking in coordinating the activity of subjects in pedagogical processes is of special



importance. In the technology of reflexive approach, separate organization of the processes of explanation of the studied concepts in the context of a wide system (evaluation of emerging situations and behaviour of subjects, determination of methods and directions of effective performance of assigned tasks), self-analysis of subjects, o creates conditions for him to actively think about his concepts and actions.

#### **PERSON-ACTIVITY APPROACH TECHNOLOGY**

In the organization and management of pedagogical processes, the technology of the person-activity approach is also considered necessary, and it is created as a direction of ensuring the activity of subjects in pedagogical processes and motivating subjects to perform tasks set according to specific goals. In the technology of the person-activity approach, the components of the person and the activity are studied in close connection with each other, because in the pedagogical processes organized based on this approach technology, students act as subjects and, in turn, the development of the student's personality as a subject is determined by the development of his activity, independent, free, critical, analytical and effective thinking.

#### **SITUATIONAL APPROACH TECHNOLOGY**

Pedagogical processes and rapidly changing features of the activities of subjects determine the need to pay attention to the introduction of another methodological approach, that is, it requires the use of a suitable method of management depending on the internal and external situation of the managed object.

This, in turn, implies the implementation of the technology of the situational approach to the organization and management of pedagogical processes.

Situational approach technology - provides for determining the effectiveness of the pedagogical process according to specific situations. One of the most effective ways is to coordinate the activities of the subjects according to the emerging situations. Coordinating the activity of subjects (pupils) according to the internal and external situation of the pedagogical process, which is considered a controlled object in the situational approach technology, serves to ensure the effectiveness of this process. In the process of situational approach technology, it is important to take into account the following:

- the study, analysis and objective assessment of the situations arising in the pedagogical process to determine the factors that are important in the improvement of pedagogical processes;
- determining in advance the effectiveness of the results that can be achieved in different

pedagogical situations;

- in planning pedagogical processes and activities of subjects on a scientific basis, determining the ways to ensure the activity of subjects based on pre-imagining the factors influencing this process and the situations that may arise.

#### **COORDINATED APPROACH TECHNOLOGY**

It is the most convenient way to increase the efficiency of pedagogical processes, to ensure the activity of subjects in achieving the intended goal, and to ensure that the expenses involved in ensuring the activity of the subjects do not exceed the norm, and are compatible with the possibilities, abilities and initial concepts of the subjects, as well as the existing situations and conditions. To create a system that can reorganize the pedagogical process and its structural structure is to introduce the technology of a coordinated approach. Simply put, as a result of the implementation of the coordinated approach technology, labour and time spent on ensuring the activity of subjects and the effectiveness of the pedagogical process are saved.

The main idea of results-based management technology is that no process, including the pedagogical process, has any importance in itself. The importance of pedagogical processes is expressed in their effectiveness, and their effectiveness envisages the implementation of various developments based on ensuring the activity of subjects (pupils) and coordinating their activities.

The concept of management by results is valid as a development system, and it is possible to achieve the specified results based on coordinating the activities of the subjects of the pedagogical process and ensuring their activity. In this process, self-management of the subjects and the introduction of creative approach technology to their activities is ensured by explaining the essence of the tasks and the concepts to be studied to each participant.

#### **CONCLUSION**

Based on the information presented above, taking into account the interdependence and connection of the technologies of organization and management of pedagogical processes, they can be conditionally described as a system of technologies of organization and management of pedagogical processes.

Because none of the technologies presented in the organization and management of pedagogical processes can independently claim universality in voluntary situations. Therefore, it is appropriate to use them interdependently in the voluntary pedagogical process.

It is important to consider the set of all pedagogically





important processes organized in the continuing education system as a whole system, that is, as a complex pedagogical system serving in the external environment, in which a systematic approach; person-activity approach in ensuring the activity of subjects in pedagogical processes and motivating subjects to perform tasks set according to specific goals; determining the effectiveness of the pedagogical process according to specific situations, situational approach in coordinating the activities of subjects according to the emerging situations; expenses (time, labour, resources) involved in increasing the effectiveness of pedagogical processes, ensuring the activity of subjects in achieving the intended goal to ensure that additional methodical products and tools) do not exceed the norm, to be compatible with the possibilities, abilities and initial concepts of the subjects and the existing situations and conditions, the most convenient and able to reorganize the pedagogical process and its educational structure a coordinated approach to system creation; through the results achieved based on coordinating the activities of the subjects of the pedagogical process and ensuring the activity of the teacher, that is, by explaining to each participant the essence of the tasks and concepts to be learned, self-management of the subjects and a creative approach to their activities management by results in achieving efficiency based on ensuring its implementation; in pedagogical processes

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