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# TECHNOLOGY OF MANAGEMENT OF THE EDUCATIONAL PROCESS

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**Annotation:** The article analyzes the types of activities, essence, goals and objectives, processes, functions, management problems. It is also described that in the modern world - in the information age, every modern leader should know the principles of management in the field of activity, be able to work with foreign partners, submit innovative ideas, practical proposals and conclusions, be highly educated and cultured in the development of the industry demand.

**Key words:** technology, control technology, control principles, control mechanism, control functions, control principles.

**Аннотация:** В статье анализируются виды деятельности, сущность, цели и задачи, процессы, функции, проблемы управления. Также описано, что в современном мире - в век информации каждый современный руководитель должен знать принципы управления в сфере деятельности, уметь работать с зарубежными партнерами, подавать новаторские идеи, практические предложения и выводы, быть высокообразованным и культурным в развитие отрасли спрос.

**Ключевые слова:** технология, технология управления, принципы управления, механизм управления, функции управления, принципы управления.

In modern pedagogical theory, the concepts of "technology," and especially "management technology," are not new in relation to the educational process. In the traditional educational process, there has always been and continues to be a specific technology inherent in the methods and tools used by teachers to organize and manage the educational process. Technology, on the one hand, is perceived as a set of methods and means for processing, presenting, measuring, and presenting educational information. On the other hand, technology is the science of interaction between teachers and students in the educational process, using the necessary technical or informational resources (A. Savelyev).

Management technology is a management cycle that includes the preparation, adoption, and implementation of decisions made by one or more management units, taking into account a specific form of response to the control action (feedback) of an element. Management technology is the unity of stereotypical and creative actions. Management technology is the technique, methods, and consistency of the entire management process and its components.

Technology is directly applied in practice by the teacher. Thus, when teaching a specific subject, the effectiveness of the educational process, as well as the development of technology as an integral method of the teacher's professional activity, depend on how well he understands the meaning of technology, how to adapt it to specific educational conditions, or how to develop individual control.

The functional components of management technology are: management principles, mechanisms, and management functions [1].

Management functions represent various types of pedagogical activity aimed at forecasting, coordinating, regulating, diagnosing, and evaluating the process and results of actions by educational subjects. These features include:

- planning;
- organization, including the coordination of decision-making and implementation;
- management;
- control.

We define management principles as the fundamental norms that teachers must adhere to in managing the educational process, and we highlight the following priority principles of effective management:

• the principle of process technology ensures the standardization, unification, and repeatability of a series of actions performed in professionally defined situations using a system of predetermined methods, forms, and tools;

• the principle of a cyclical process presupposes the regular repetition of the basic functions—planning, organization, leadership, and control—as well as organizational forms, methods, and teaching aids, interconnected in time, process, and subject matter;

• the principle of different levels implies the development of curricula for students with different levels of knowledge and skills. In this case, programming refers to the step-by-step process of selecting the combination of goals, means, actions, and time necessary to achieve the planned result;

• the principle of intensity implies concentration—increasing the maximum volume of the educational process while minimizing time characteristics;

• the principle of diagnostics involves the process of determining and assessing the level of the educational process in the subjects studied through the implementation of a series of procedures regularly conducted by the teacher during and after lessons, as well as the actual state of the management process. The purpose of diagnostics is to identify measures aimed at "eliminating failures" in the operation of all elements of the management process. Furthermore, diagnostics is closely linked to the prediction and analysis of difficulties encountered by students and teachers;

• the principle of economy is directly related to the educational process of students. Adherence to this principle allows us to determine the number of units of information of professional significance, a rational method for processing it, and the time costs associated with the use of educational materials and teaching aids. Economy as a quantitative indicator is calculated as the ratio of the number of units in the result (test operations, sentences, paragraphs of text, etc.) to the number of units in the input data;

• the principle of efficiency implies achieving a high-quality educational outcome in accordance with the stated goals [1].

Thus, management is effective if the educational process for students is carried out economically, and their mental potential, time, educational materials, and learning resources are used to achieve the planned result.

The management mechanism characterizes the interaction of educational subjects—that is, not influence, but interaction. The teacher needs a mechanism for effective management: in preparation for the educational process, during its implementation, and in assessing its results.

In preparation for the educational process, the teacher:

• creates a favorable emotional environment for motivation, optimism, and self-confidence;

• ensures a comfortable atmosphere in the classroom;

• develops goals with students, determines sources of information, methods, forms, and means of interaction between educational subjects;

• establishes uniform requirements for the quality of educational results;

• assigning group and individual assignments and selecting student roles;

• anticipating methods for regulating the learning process.

During the lesson, the teacher:

• Modeling important situations for active interpersonal interaction among students;

• Encouraging successful mastery of the information processing system;

• Not providing students with ready-made answers, thereby encouraging their independent solution of tasks;

• Avoiding prolonged monotonous and routine work;

• Treating each student as an individual with a unique set of qualities;

• Encouraging individuality, initiative, and self-expression;

• Evenly distributing attention among all students;

• Encouraging confident students to prove the correctness of their actions;

• Supporting students who are unsure of their actions;

• Showing genuine interest in students' ideas and encouraging their success;

• Providing students with the opportunity to self-/jointly regulate the learning process.

When assessing the educational process's outcomes, teachers are advised to:

• create situations for self-monitoring and self-assessment/peer assessment of educational process outcomes;

• implement a system of positive assessment and rewards for high-quality work and a system of negative assessment and sanctions for unfair educational processes;

• discuss and adjust the educational process's outcomes and any problems that arise during its implementation with students;

• jointly diagnose the causes of positive or negative results with students;

• provide students with recommendations for extracurricular activities.

Ultimately, all of this should be reflected in the teacher's chosen style of managing student activities in the educational process, since, despite the desire for productivity, management must remain humane, that is, compensating for students' feelings of confusion, fear, and alienation arising from innovative technologies, while individualizing learning and focusing on human relationships between students.

Management technologies represent a system of goals, means, and methods for ensuring managerial interaction. Technology is a tool whose use can be delegated to various internal organizations. Therefore, it is important to classify technologies and determine their scope of application.

All management technologies can be divided into several classes based on a number of characteristics.

First, all technologies are divided by purpose. This classification was proposed by T. Yu. Bazarov. Based on this, management technologies are divided into:

1. Technologies for organizing teacher management activities;
2. Technologies for building a student body;
3. Technologies for maintaining student academic performance;
4. Technologies for supporting the innovation process.

Second, management technologies differ in the reasons for their emergence:

1. Technologies for planned activities;
2. Technologies for emergency measures.

Third, management technologies can be divided by scope of application:

1. Technologies for managing the educational organization as a whole;
2. Technologies for managing individual departments and groups;
3. Technologies for managing individual students.

Fourth, management technologies can be divided by degree of precision:

1. Proven technologies;
2. Experimental technologies.

A specific example of the use of educational process management technologies is the technology of pedagogical research, based on knowledge management strategies (mastering, applying, creating, acquiring, sharing, documenting, and transferring knowledge).

In the first stage, "Orientation to Science," students study a new topic under the guidance of a teacher: they acquire knowledge and skills on the topic, become familiar with problems and issues, and formulate a preliminary research topic.

In the second stage, "Problem Formulation and Preliminary Analysis," students, with the help of a consultant, study sources of information on the chosen topic and formulate the problem, goals, and objectives of the research.

In the third stage, "Research Planning," students, together with their supervisor, develop a program and plan for the research, formulate expected results, and develop a criteria and evaluation framework.

In the fourth stage, "Research Program Implementation," students acquire new knowledge and skills, obtaining research results in accordance with the plan.

In the final, fifth stage, "Evaluation and Analysis of Results," students analyze their findings based on criteria developed jointly with the research director and external and internal experts. They assess their level of acquisition of new knowledge and skills, formalize research reports, and conduct a public presentation.

Thus, we see that the currently widely used project-based method, like other modern pedagogical technologies, is one of the tools for managing the educational process and should be applied in a modern educational institution to achieve high educational results.

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