THE ROLE OF STRATEGIC MANAGEMENT MECHANISMS IN EDUCATION SPHERE AND MANAGEMENT MODELS

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We propose to classify the ways people receive sensory information as visual, verbal, and other (tactile, gustatory, and olfactory). Visual learners prefer that information be presented visually in pictures, diagrams, flow charts, time lines, films, and demonstrations rather than in spoken or written words. Verbal learners prefer spoken or written explanations to visual presentations. The third category (touch, taste, smell) plays at most a marginal role in language instruction and will not be addressed further.

**Conclusion/Recommendations**

To sum up, it is obvious that Visual and Verbal Learners describe about three ways people receive sensory information as visual, verbal and other (tactile, gustatory, olfactory). Visual learners prefer that information be presented visually in pictures, diagrams, flow charts, time lines, films, and demonstrations—rather than in spoken or written words. In learning Arabic Language, listening skills are learning through visual way such as watching Arabic movies, listening Arabic program in radio, watching television program and others. Verbal learners prefer spoken or written explanations to visual presentations. Learning Arabic Language in speaking, reading, and writing skills need to be explained by spoken and written. The third category (touch, taste, smell) plays at most a marginal role in language instruction. Recent studies of learning styles in foreign language education consistently place reading in the visual category, implying that instructors can meet the needs of visual learners solely by relying on written instructional material. [3],[4], [5]. Certainly visual learners learn better if they see and hear words in the target language, but so do auditory learners: presenting the same material in different ways invariably has a reinforcing effect on retention. The challenge to teacher is to devise ways of augmenting their verbal classroom presentation with nonverbal visual material—for example, showing photographs, drawings, sketches, and cartoons to reinforce presentation of vocabulary words, and using films, videotapes, and dramatizations to illustrate lessons in dialogue and pronunciation.
Active and Reflective Learners describe the complex mental processes by which perceived information is converted into knowledge can be conveniently grouped into two categories: active experimentation and reflective observation [6],[7]. Active processing involves doing something in the external world with the information discussing it or explaining it or testing it in some way and reflective processing involves examining and manipulating the information introspectively. Active learners learn well in situations that enable them to do something physical and students get information from it. [8]

Finally, it is evident that teaching English rules at school and make effectiveness in learners’ achievement depend on selecting the proper type of rule and fit to the learners’ level of the course (beginning, intermediate, or advanced), the age of the students.

References:


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Abstract: The article covers using tools of strategic management in managing education field and it is analysing the advantages and disadvantage of the models of education management. Moreover, based on the results of analyses, the recommendations are provided.

Keywords: management, strategic management, education management, models of education management, system of management.
Introduction

In the theory and practice of education, several methods, models and mechanisms have been used. The “strategic management” is considered as the modern and effective way to manage education system and educational institutions. Nowadays, it is possible to achieve high rates of modernization in education system, implementation of educational objectives and achievement higher educational indicators by using traditional management methods of strategic management.

Literature Review

In many countries educational systems and mechanisms have restructured and the practice of implementing strategic management through strategic planning is widely used.

Michael Porter defined three key principles of the strategy: 1) to have a unique marketing position; 2) compromise dilemmabetween "what to do" and "what should be abandoned" 3) choose activities that are appropriate for the implementation of the chosen strategy.

According to Mintsberg, there are five elements of strategy, which are plan, position, method, "pattern of activity" (model of business, form), prospects.

The content of strategic management consists of:

- externalsituation analysis;
- Internal situation analysis;
- Formation of organization's mission and visions;
- Selection and development of operational strategies;
- Designing an organizational structure;
- Management level and choice of integration;
- implementation of "strategy - structure - control";
- Definition of norms of organizational activity;
- establishing reverse linkages based on obtained results and adopted strategies;
- Improving management, structure and strategy based on the above.
There are several theoretical models have developed in the regard of the management of education by the world scientific community. The management model is used to describe ideas that form the basis of an organization or a system's management system.

**Research Methodology**

Tony Buch is author of many educational management works, offers modern classifications of education management models and their interpretation from today's perspectives and identifies key management theories into six theoretical models of education systems management:

- formal models;
- collegial models;
- political models;
- subjective models;
- ambiguity models;
- cultural models.

There are not clear conceptual relationships between the educational management methods. The diversity of educational systems, diversity educational institutions (schools, colleges, universities) and they need for a specific approach to addressing existing problems. The theory of education management has not yet been created. Therefore, at all it demonstrates the multifaceted nature of the educational management science.

In the field of education management Bolman and Deal described it as "conceptual pluralism" and they suggested ideas that were offered for effective management of education systems and institutions behind each theory. Morgan believes that some of the existing theory reflects completely opposite approaches from the point of view of management ideals, while Waite considers that there is no general approach to education management experts in the "paradigm wars", that is "vision, war of principles."
In the early 2000s, the idea of "educational management" and "educational leadership" began to oppose each other. The advantages and disadvantages of these ideas, the differences of these ideas were described by Bolam: "Educational management is aimed to implement planned activities". It distinguishes two notions as "leadership in education is responsible for the policy set out and as a consequence, organizational adjustments". According to Sapre"education management is a sequence of ambitions aimed at implementing external goals and making efficient use of resources."

Our analyses show that these two approaches of education management are characterized by overlap, that is the commonality and differences between them. Cuban made clear the differences between these approaches. In his regard "leadership is associated with change, while management is concerned with providing system services and activities." He also emphasized the importance of these two types of approaches: "... I am able to influence others on the way to leadership. The leader set goals, ideas and make others to follow him. Leaders accept changes to make existing and new ideas. Leadership is distinguished by their inventiveness, energy, businessmanship and vital skills. The executive body carries effectively out organizational tasks. He basically organizes activities, but not changes. I would not prefer any of them and both of them are valuable to me."

T. Bush compared the above-described management models with typologies of leadership models (Table 1).

The modern classification of education management identifies the descriptions of each of these models as the basis for selecting the theoretical model of the public education system. It identifies the mechanisms and tools of implementation of it.

**Table 1. Comparison typology of managerial and leadership models**

<table>
<thead>
<tr>
<th>Models of management</th>
<th>Models of leadership</th>
</tr>
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<tbody>
<tr>
<td>formal models</td>
<td>Managerial</td>
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<tr>
<td>collegial models</td>
<td>Participative</td>
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<td></td>
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<td>political models</td>
<td>Transactional</td>
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<td>subjective models</td>
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<td>ambiguity models</td>
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<td>cultural models</td>
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</table>

The table 1. shows that each of the management models has a separate structure on its own. Formal models include the following models: Structural models; system models; bureaucratic models; rational models; hierarchical models. All models of formal models are of a general and distinctive nature and these models refer to institutions as a holistic system with clear links to each of its constituents.

**Analyses and Results**

Formal models show that the organizational structure of vertical management, that is the hierarchical structure and the form of the hierarchical structure for managers. All formal models describe educational institutions as generally targeted, targeted organizations and those organizations are supported by members of the organization. One of the distinctive features of these models is that decisions are made rationally. That is the choice of problem-solving options is selected from the standpoint of achieving them.

In these models, power is exercised through official posts and executives operate within their mandate.

As mentioned above, the management function and practice in these models are based on the hierarchical management principle, reporting each sub-group to its superior body, in the centralized education systems district and municipal departments of schools to the territorial administration of district and municipal offices and territorial administrations report to the Ministry.