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SCHOOL MANAGERS FOR THE IMPLEMENTATION OF QUALITY
MANAGEMENT IN EDUCATION***

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**PEDAGOGICAL CONDITIONS OF PRACTICAL PREPARATION OF
SCHOOL MANAGERS FOR THE IMPLEMENTATION OF QUALITY
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Abstract: This article developed a theoretical analysis of the effective implementation of the quality management system of school education, a training module “quality management of school education” for the development of professional competencies of educational managers in terms of the effective implementation of the quality management of school education, and a system of training aimed at implementing the practical readiness of school managers to, the scientific views that theory and practice serve to ensure unity are covered.

Keywords: quality of Education, Quality Management, Education Manager, Training Module, training, keys, business houses, time management.

INTRODUCTION

In any society, the problem of management of social processes and requirements for a managing leader is of urgent importance. Because qualities such as justice, straightforwardness, determination and principle in the leader helped to eliminate the problems between the members of the society. In addition, if social relations in society require someone to be at a high level in terms of social status, on the other hand, social life, people's lifestyle and well-being directly depend on this leader, his leadership qualities and activities.

In this regard, in the field of folklore, spiritual heritage of the East, Western philosophers, modern pedagogy, psychology, and management, research is being conducted on the leader's spirituality, psychology, and organization of his activities.

In the spiritual heritage of the East, special attention is paid to the problem of management. For example, in Abu Nasr Farabi's work "The City of Virtuous People", it is mentioned that it is important to divide the population into groups - classes according to certain characteristics in the city of virtuous people. Such stratification is expected to lead to self-management of the society based on the self-management of the members of the society. Farabi said, "All this can be obtained in two ways. First of all, if the above phenomena are established in a person's heart and mind as they actually exist, then in the minds of others, this knowledge is created on the basis of comparison or imitation. Some people have this knowledge in their hearts because they feel those things themselves. Secondly, the combination of people who do not have these qualities make up the population of ignorant and lost cities. Based on thoughts, anger, envy, hatred, the inhabitants of such a city are always fighting against each other and enmity with each other, the strongest will be more perfect than others. The victorious ones also try to destroy each other, as if other beings are imperfect, as if their existence harms them, or as if others were created only to serve them as slaves, all seek to oppress and use each other" [16].

At the same time, Farabi emphasizes that the person who leads this city must have a number of positive qualities and strive to rid himself of bad habits when creating a virtuous city: such a person cannot be a leader if he is incapable of doing the work. They learn the guidelines from the leaders who lived in the past, but at the same time, if the future leader finds it necessary to reform the past patterns and guidelines, he changes them according to the requirements of the living conditions. It should also change the past that represents bad habits. Otherwise, if you follow

the requirements of the past and keep its mood, there will be no lightness, change and growth in marriage" [16].

MATERIALS AND METHODS

The conducted studies show that the seriousness of the problem of quality management in the field of general education, the lack of uniform parameters for the organization of the educational process in various educational institutions, the absence of a rational, generally accepted and unified methodological approach for organizing the effective management of the quality of school education, and the absence of clear criteria and mechanisms for evaluating the quality of the general educational process and there are deficiencies in other aspects of the school's activities.

In this regard, V. According to A. Sotnikova, the problem of the quality of education and management was not as important ideological, social, economic and technical as it is now, which is determined by the following important factors: the state's level of development and its global economic competitiveness depend on the quality of human resources; the quality of education is increasingly important in ensuring the success of graduates in further education; the peculiarity of educational quality management is that management of human activity, which is the object of pedagogical influence, is carried out through his mental activity.

Thus, transparent methods of educational quality management, which are understandable to all, are becoming very relevant today. Such processes have existed for a long time, but they are constantly being improved, because the traditional quality assurance mechanisms in the educational system, which are characteristic of the administrative-command economic system, are not effective today and, accordingly, are not used in countries in transition or market economy conditions [1].

According to V. Krichevsky's position, the most effective tool for improving the quality of education is proper management. In turn, quality management is based on monitoring compliance with state requirements of the level of personnel training. The main components of the quality management system should include:

- staffing the educational process;
- development of requirements for the contingent of students;
- determine the features and conditions of the student certification system;
- development of indicators of educational and methodological support of the educational process;
- determining the level and characteristics of the educational laboratory base;
- development of types and features of the used pedagogical technologies;
- determining the provision of the educational process with an information library;
- development of other special conditions [2].

V. Zaitsev said that the development of effective quality management problems requires a systematic approach methodology, from this point of view, the activity of educational institutions, integration, stability and development of certain events, processes and structures operating in one field can be transformed into a single system. Essentially, its components complement each other, which leads to the emergence of new integrative qualities and ensures a high result of the entire system. A systematic approach to the management of educational quality consists of several stages. They are as follows:

- determine the need of the consumer;
- organization of policies and goals of the organization in the field of quality;
- definition of processes and distribution of tasks necessary to achieve the goal in the field of quality;
- organization of performance indicators of each process to achieve the goal in the field of quality;
- use indicators to determine the effectiveness of each process;
- determining the means of preventing inconsistencies and eliminating their causes;

search for opportunities to increase efficiency and effectiveness of processes;
identifying and prioritizing opportunities that can yield optimal results;
planning strategies, processes and resources to create new opportunities in the field of improvement;
plan implementation;
monitoring of improved results;
assessment of expected results;
review the next relevant measures to identify improvement actions [3].

Thus, the results of modern research show that the problem of quality management can be successfully implemented only on the basis of the quality system concept. This, as a rule, requires an approach to the formation of organizational structures based on the existing situation, achieving an optimal combination of functional-linear and programmatic-target structures, and the existence of certain interrelated management contours (management of the quality of current activities, management of the quality of development, etc.), as well as refers to appropriate diagnostic methods and processes [9].

RESULTS AND DISCUSSION

It is considered appropriate to organize the process of practical training of the school manager for the introduction of quality management in education in professional development courses, based on this point of view, practical exercises and extracurricular activities are organized from the training module "Quality management of school education" included in the curriculum of professional development courses for school managers. During the trainings, ways of developing the skills of school managers in managing the quality of education were developed.

The main goal of the educational module is to develop the professional competence of educational managers in the field of effective implementation of quality management of school education and improvement of professional training

for management activities in general. The general logic of the module is reflected in the generality of the following theoretical and practical tasks:

mastering theoretical knowledge that helps to effectively implement the quality of school education;

formation of a modern understanding of the role and importance of the quality of school education in terms of socio-pedagogical and management problems among educational managers;

development of pedagogical knowledge about the purpose, content, methods and means of effective management of the quality of school education among educational managers;

to develop the skills of organizing optimal management, management of school education based on the mutual cooperation of specialists aimed at meeting the needs of society, specific people and the state in the provided educational services.

The choice of the main topics of the prepared educational module is related to the prepared model of quality management of school education, the tasks of the manager of the school institution, the specific features of the general educational process, and the available resources for improving its quality. The proposed development can be conditionally divided into the following main areas relevant to the prepared structural-content main component of school education quality management:

conceptual structural and content direction of school education quality management;

functional-administrative structural-content direction of school education quality management;

diagnostic-analytical content direction of school education quality management.

After studying the module, learning managers should be able to:

the essence and concept of the quality of education, management of the quality of school education in the field of pedagogy;

components of modern school general education activities;

essence and functional features of quality management of school education;
characteristics of the structural and content model of educational quality management in a modern school;
methodological features of effective management of the quality of school education;
criteria of school education quality management effectiveness.

According to the results of mastering the module, training managers should be able to:

creative implementation of acquired theoretical knowledge and practical skills on quality management of school education;
practical consideration of the role and importance of the quality of school education in organizing the activities of a general education institution;
use of methodological approaches in implementing the quality of school education in practice;
organization and implementation of quality management of school education;
assessment of the effectiveness of school education quality management according to relevant criteria;
developing recommendations for improving the quality of school education.

According to the results of the module, educational managers should know the techniques of implementing the quality management model of school education in practice and have an idea of the latest achievements and perspectives of quality management of school education in modern conditions. The main purpose of the created module is to activate and develop the thinking of educational leaders, to involve them in independent project activities, to implement constant mutual cooperation of students and teachers. The practical application of the module involves the organization and conduct of lectures and practical exercises, as well as independent work on specific topics. In addition, it is recommended to use information and communication technologies during the implementation of the module through modern teaching and learning methods, as well as to combine it

with elements of active forms and methods of teaching. They help bring the acquired knowledge closer to effective quality management, because in the preparation process there is a maximum imitation of real practical activities, and in each new situation, educational managers take on new roles, functions, etc. Many results of the use of such technologies show that different roles, positions of activity help to develop the personality of the educational manager, his mental activity in this direction becomes systematic, develops the flexibility of thinking and actions. Also, active forms and methods of training allow to effectively develop and improve the qualifications of educational managers in the following areas:

refer to partner activities;

determining the functional obligations of team members;

acquisition of objective methods of activity;

redirection to information flows;

rational application of new, relevant knowledge of quality management practices;

critical thinking, debate, attitude to other opinions, etc.;

to activate the cognitive activity of educational managers, to interest them in the educational process;

to develop the creative potential of the educational manager, to increase his initiative;

optimization of the attitude of educational managers to creative professional activity, constant research.

Based on the above, it is reasonable to conclude that relevant knowledge and skills allow educational leaders to implement a structural and meaningful model of quality management of school education in the conditions of modern reality. At the same time, proper preparation for this direction becomes an important element of increasing the effectiveness of development in quality management, creating strong conditions for systematic efficiency and longer-term development of this activity. Based on this, in order to develop the professional competence of

education managers in the aspect of effective management of the quality of school education, the educational module "Management of the quality of school education" was prepared.

The general logic of the module is reflected in the combination of theoretical and practical tasks that are solved by carrying out three practical exercises. In fact, the choice of lesson topics is determined by the content and specificity of the prepared model of quality management of school education, as well as the available resources for the development of this process.

Practical training for school managers to manage team activities

A team is a form of interaction in which the "synergistic effect" is manifested. Complementing each other, taking responsibility for shared results, and sharing resources in an open environment lead to results that are not available in other activities. In this case, 10 people, each with 10 units of energy, are able to perform 130 useful tasks. $10 \times 10 = 130$. With such interactions, there are no losses in interpersonal conflicts, responsibility for the assigned task, by encouraging the activity of each participant, the power of the team spirit begins to be seen, and a real corporate culture is formed.

The resulting philosophy is "I win when you win", "I win when we all win".

"We are one team!" training

The purpose of the training: methods of developing a strategy leading to the formation and development of the spirit of unity in the team at the educational institution, the formation and strengthening of team cohesion.

Duties:

- formation and development of the spirit of unity in the general community by uniting a group of people;
- development of the responsibility and contribution of each participant by developing a solution to common tasks;
- getting emotional and physical pleasure from the results of the training;
- emergence of a feeling of working as a team.

Expected results:

- improve communication skills;
- improvement of mutual cooperation between colleagues;
- increase the speed of collective decision-making;
- ability to resolve controversial situations;
- formation of a positive view of the team's capabilities is envisaged.

In this training, the motivational stage, using games and exercises such as "Let's play according to the rules", "Chains exercise", "Law of harmony", "Building a house" and the formation of the skills of working as a team in training participants, as well as testing the productivity of collective behavior in practice opportunity arises.

School managers' adherence to the following requirements in the use of training on the proper organization of team activities serves to increase the effectiveness of work:

1. Organization of practical training in a large team of 20-30 participants.
2. Use diversity by season of birth, using numbers or other methods, not arbitrary in subgrouping.
3. Paying attention to the implementation of democratic principles in collective decision-making.
4. Choosing a team leader to work in small groups should be optional.
5. Teams work on the basis of healthy competition and mutual respect.

Personal activity management training used to train the school manager to manage the quality of education

In the training of school managers on personal activity management, "I am a leader(?)" training, "Learning from others" exercise, "My personal values" exercise, "Interview" exercise, and as a result of the analysis of the conducted training, attention was paid to what qualities each participant should develop in himself in the future. it is determined that it should be focused. The results are analyzed together (no criticism is allowed!), based on the analysis, the participants

develop a sense of pride in their achievements, as well as motivation for new actions and leadership qualities. These trainings conducted with school managers serve to teach them how to properly organize their personal activities in the process of managing the quality of education. If transferred based on the following requirements:

1. Owning a personal opinion, view and position should be valued.
2. The personal opinion, view, and position of each participant must be respected.
3. It is important to create opportunities for free expression of ideas.
4. The principle of voluntariness should prevail (participation, opinion, choice, etc.).

Trainings on developing time management skills for school managers

In today's fast-paced world, proper planning and time management is a highly desirable trait for today's manager. In order to teach school managers to properly plan and allocate time, trainings such as "Time manager" and "Five different tasks of a manager" are used. During the "Time Management" training, trainers and participants should comply with the following requirements:

1. Consider real-time capabilities.
2. Allow time for unscheduled work in time allocation.
3. Not using the time allocated for rest and health for work.
4. Focus on optimality, applicability, productivity when creating the agenda.

CONCLUSION

The analysis of expert questionnaires during the conducted research shows that school managers do not show high indicators of educational quality management skills. The main reasons for this are as follows:

school managers lack theoretical knowledge of educational quality management;
lack of practical skills and experience in team management;
non-implementation of special exercises to improve the skills of organizing personal activities;

the existence of the problem of lack of time as a result of the lack of proper planning and management of time ("Time Management").

Taking into account the above, the methodology of theoretical and practical training of school managers to manage the quality of education was developed, consisting of training modules and practical exercises, business games, and cases. It is envisaged that the methodology of training school managers to manage the quality of education will be carried out separately into theoretical and practical training departments. This classification serves to ensure unity of theory and practice in the process.

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