



Modern requirements for the teaching of the educational course “Educational Management” in higher educational institutions

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Abstract: The interconnectedness of the higher educational institution's content, forms, and procedures demonstrates its role in pedagogical processes and the development of future professionals for the administration of didactic processes. In the article, the researcher emphasized the need of managing the didactic process in accordance with society's overall aims and needs. This article describes how the accuracy of the content, forms, and techniques of teachers' and students' actions serves as the foundation for didactic processes.

Key words – didactic processes, management, educational, educational, need, developing, objective and subjective factors, pedagogical process, management.

To improve the knowledge, skills, and competences of students in higher education institutions around the world, to develop their intellectual and deontological maturity, to raise educational quality, to incorporate healthy technologies into educational subjects, to achieve coherence and continuity, and to develop and socialize purpose. The responsibility of determining and improving the creativity of specialists, including future specialists.

Higher education institutions were given specific directions to employ new technologies to train experts who are mature in all aspects, flexible in the labor market, and to organize foresight, coaching, and technology parks in educational institutions. In



order to meet these criteria, one of the most essential jobs for our country's higher education organizations is to prepare future professionals to manage didactic processes, as well as high-level, high-spirited individuals who can employ current technology in their work. consists of getting the kids ready [1].

The primary goal of the didactic process in higher education is:

- development of students' capacity and experience in educational, cognitive, and practical activities, providing foundations for comprehensive mastery of the foundation of scientific knowledge, value orientations, and relationships;
- educational - formation of certain qualities, characteristics and skills of participation in relationships in students;
- developmental - the formation and development of mental processes, the development of the dynamics of the features and characteristics of the student's personality. These functions are manifested in organic unity: in the process of teaching, the tasks of education and development are solved.

L.S. Vygotsky stated that educational tasks are superior to teaching tasks [2,34-p.]; education objectively contributes to education and development; development creates favorable conditions for education and upbringing. All this gives a reason to emphasize that it is impossible to consider the processes of education and training independently, separated from each other.

In teaching the "Educational Management" training course, the relationship between the team and the individual develops regularly. Practice has proven that the best conditions for upbringing, education and development of a person are created by the community as a higher form of social organization based on the community of interests, mutual cooperation and mutual assistance. "A person chooses the types of activities that ensure his development and the achievement of his goals" [4,76-b].

A. According to N. Leont'ev, all types of activity have a common structure:

Goal → Motive (need) → Action → Result



Consequently, the structure of activity in the pedagogical process in higher education is universal: it is characteristic of the entire process of purposeful formation of a person in the conditions of a specific higher education institution system, as well as any local pedagogical interactions in terms of goals and tasks.

The didactic process continues under certain conditions, the deficiency of one of its components destroys the integrity of the pedagogical process and reduces its effectiveness.

In pedagogical, psychological and scientific-methodical literature, the issues of researching the quality of student knowledge have always been the focus of researchers. Problems of the quality of higher education were considered in the works of G.A. Bordovsky, L.N.Davidov, V.A.Kalney, M.N.Skatkina, I.I.Trubina, O.Y.Shishov and others. Specific descriptions of educational quality criteria are covered in the scientific researches of A.B. Barannikova, S.I. Zinovev, A.I. Subetto, N.F. Talizina and others.

From the analysis of the literature, it became clear that there are a number of unique contradictions in the management of the pedagogical process:

- modern higher education conflicts between the needs and capabilities of the individual, society, the state and the learner;
- an increase in information that determines the content of education, the limited time of education and the ability of the subjects of the educational process.

Determining regular, repeated connections in the process of education and training, determining the norms regulating the structure, content, methodology and technology of the educational process based on them, provides the opportunity to achieve the desired result in pedagogical activity.

When considering the problem of the laws of the pedagogical process, the following circumstances should be taken into account.

First, regular relations exist objectively, but for the teacher, these scientific relations become a reality that can be taken into account in his scientific and practical activities only



if they are determined, repeatedly checked, confirmed and explained. Science (philosophy, sociology, psychology, pedagogy) has already explained many natural relationships, but there are still unknown laws in this regard, the solution of which is to be solved by "Educational Management", issues related to the management of pedagogical processes. ready to light.

Second, the discovery and justification of regularities usually begins with the identification of contradictions. Analysis shows that they differ from each other:

- objective external contradictions due to social processes and events;
- objective internal contradictions that reflect the dialectic of the pedagogical process;
- subjective contradictions that arise as a result of the imperfection of the educational and educational process. Therefore, the emergence of contradictions in teaching and upbringing can be considered as a condition for improving the quality of the pedagogical process.

Thirdly, in general, there are general signs characteristic of the pedagogical process, which reflect the specific characteristics of the activity of a particular educational and educational process. In pedagogy, there is still no agreement on the definition of the laws of the pedagogical process. In this regard, there is a need for "educational management" today to express its point of view on these issues, to name and describe them:

1. The overall didactic process of teaching the educational course "Educational Management", its purpose, tasks, content, form and methods are determined by the socio-economic needs of the society, its ideology and policy.
2. The tasks, content, methods and forms of the didactic process in teaching the educational course "Education Management" depend not only on the needs, but also on the capabilities of society, on the conditions (material, hygienic, moral and psychological, etc.) in which this process takes place.

As modern requirements for preparing future specialists to manage didactic processes in higher education institutions: analysis and coordination of mutual relations,



subject-object and subject-subject relations among the participants of pedagogical processes; competency diagnosis; implementation of modern technologies of education quality management; study, analysis and objective assessment of the needs for professional development of public education (leaders, pedagogues and specialists); development of professional competence of public education workers; issues of formation and regular improvement of the education quality management system can be cited. Therefore, in the management of pedagogical processes in higher education institutions, it makes a special contribution to ensuring the development of society based on the fulfillment of the social order, such as organizing, coordinating, and managing pedagogical processes.

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