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MANAGEMENT ACTIVITIES IN GENERAL EDUCATIONAL INSTITUTION

The urgency of the topic is due to the need for further development of theory and practice of management of socio-pedagogical systems in the information society in the context of the tasks facing the education system. At the present stage of development of general secondary education, the problem of mutual correspondence of changes in the educational process and the management system of general educational institutions is gaining special importance. The emergence of secondary schools of various types, meaningful work on the introduction of personality-oriented learning, organization of specialized training, conditions of external independent evaluation, etc. require the construction of effective management systems using technologies adequate to the processes taking place in education.

A feature of the development of the theory of management of educational systems in foreign countries was its reliance on various social, pedagogical, psychological theories. This led to the conceptualization of the development of the theory of management of educational institutions, which, of course, can be considered its main feature. Conceptualization of the theory of educational institution management has not become a feature of domestic science. This is due to the fact that our scientists focused entirely on the provisions of general management theory and social management theory. In fact, the essence of many school works was to transfer the general provisions of management theory to the educational basis. At the same time, the peculiarities of educational institutions were taken into account mainly at the technological rather than the conceptual level.

Consideration of the management of a secondary school from the point of view of the management structure allows us to state that in the interconnected network of positions - the control subsystem - the managed subsystem, the decisive role belongs to the management subsystem. The structure of this subsystem of most secondary schools has four levels of government [1–3].

First level: school principal, appointed by the state body or elected by the staff; heads of school councils, student committees, public associations. This level determines the strategic directions of school development.

Second level: deputy school principals, social pedagogue, school psychologist responsible for the organization of community service, senior counselors, assistant school principal for business, as well as bodies and associations involved in self-government [2].

Third level: teachers, educators, class teachers who perform managerial functions in relation to students and parents, children's associations, clubs in the extracurricular activities.

Fourth level: bodies of class and general school student self-government. This level indicates the subject-subject nature of the relationship between teachers and students [1].

In this hierarchical scheme, each of the above levels of the subject of management is at the same time the object of management in relation to those levels that are higher.

In the managed subsystem, the main place belongs to the student body. It also distinguishes two levels of vertical management: school staff and class teams. Horizontally, the managed subsystem is represented by student NGOs, creative associations, clubs, clubs, sports sections and further managed subsystem reflects the diversity and unity of student activities (educational, research, socially useful, artistic, sports).

All this leads to the conclusion that it is necessary to develop a concept of management of secondary schools, which would most fully reflect the essence of this phenomenon and most naturally synthesize the achievements of domestic and foreign management theory and practice. A secondary school as an object of management is a complex open socio-pedagogical system that regulates its activities with the external environment. Based on his analysis determines the purpose of its existence. Factors of goals and results are system-forming factors of the pedagogical system that helps to focus the attention of heads of secondary schools, teachers, students on defining goals and ways to achieve results, creating conditions for proper functioning of the pedagogical process, selecting content and using various forms, methods and tools work.

Functional components of the management cycle are presented: analysis, planning, organization, control. In this case, the management of the pedagogical system allows to preserve its integrity and at the same time change, influence the action of its individual components.

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CATEGORY «METHODOLOGY» IN MODERN METHODOLOGY OF SCIENCE AND METHODOLOGY OF EDUCATION MANAGEMENT

Management of education, as a modern branch of scientific knowledge, forms its categorical-conceptual apparatus and the core of theories, based on the methodology of science and intersectoral achievements of philosophical, natural and social sciences. The science of management, which develops on the border of different branches of knowledge, allows to identify, analyze, reveal their intersectoral scientific relationship and the specifics of management methodology in the system of methodological knowledge of the humanities for rational research, substantiation and development of better paradigms [3], concepts, models of systems, forms, methods, technologies and mechanisms of management in the social sphere, which, by species, includes education as a complex megasystem and its components, which include such