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# **Mechanisms of Application of Modern Approaches to the Organization and Management of Educational Processes in Universities**

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**Abstract**---*The article discusses the mechanisms of applying modern approaches to the organization and management of pedagogical processes in universities. The application of diversification, integrated, specific and functional strategies has been scientifically substantiated. The features of the proposed new approaches, such as results-based management, relaxation, demonstration, reflexive, national-regional, situational, reorganization, coordination, have been identified and clearly marked, and the tasks of the subjects have been substantiated when applying modern approaches to the educational process.*

**Keywords**---*Coordination approach, demonstration, diversification strategy, functional strategy, integrated strategy, national-regional, organization and management of pedagogical processes, reflexive, relaxation, reorganization, results management, situational, specific strategy, strategic, subjects of the pedagogical process*

## **Introduction**

At the new stage of the transformation of higher education and the modernization of pedagogical processes, modern approaches to the organization and management of pedagogical processes in universities play an important role. The development of management as a science, based on the point of view of fundamental schools in management, is formed on the traditional basis of approaches to the organization and management of activities, which ensure the effectiveness of the management activities of subjects in the implementation of management functions and methods. In order to achieve the effectiveness and efficiency of pedagogical processes, it is necessary to implement modified management approaches, taking into account the peculiarities of the pedagogical system, in order to achieve this in education management.

In the modern science of pedagogical management in the context of the updated education system, there is a process of improvement, innovation and the search for new approaches to the organization and management of pedagogical processes. For the purpose of effective and efficient management, the choice of one or another management approach depends on the professional skill of each teacher, as a manager of the pedagogical process. The use of modern approaches to the organization and management of pedagogical processes in universities, moving away from traditional management, makes it possible for equal interaction, cooperation and co-creation of its subjects, contributes to the full realization of the goals of education and upbringing in the process of subject-subject relations.

## Results

One of the main social systems is the pedagogical system. VP Bepalko considers the pedagogical system to be a certain set of interrelated means, methods and processes necessary to create an organized, purposeful and deliberate pedagogical influence on the formation of a personality with given qualities. In his opinion, the structure of any pedagogical system is represented by the following interconnected set of invariant elements: 1 - students; 2- the goals of education (general and private); 3 - the content of education; 4 - educational processes (education and training); 5 - teachers (or TCO - technical teaching aids); 6 - organizational forms of educational work (Bespalko, 1989).

NV Kuzmina defines the pedagogical system as a set of interrelated structural and functional components subordinate to the goals of education, upbringing and training of the younger generation and adults (Kuzmin, 1980). VP Simonov asserts that “the pedagogical system is an activity-based, artificial and open system. Moreover, it is a specific, dynamic, and, to a certain extent, a centralized system” (Simonov, 1999). Our research shows that there are more than 50 definitions of the concept of "system" in academic treatises. At the same time, two main aspects of the formulation are distinguished: the proof of its integrity as the main feature of the entire system and the interpretation of the system as a set of aggregate interconnected elements. Based on the foregoing, we can say that the system is a set of interrelated, interdependent, and also interacting components.

We believe that a "system" should be understood as a certain integrity of internal components (subsystems), which are in interdependence and interconnection, each component of which contributes to the functioning of the whole system. Each pedagogical process, being one of the components of a complex pedagogical system, has its own goals, functions and properties (Zheng et al., 2014; Dehnen & Melullis, 2007). Therefore, one of the factors for ensuring the effective implementation of the goals and objectives of the pedagogical process is the scientific development of the algorithm of this process, which contributes to the implementation of the functions of the educational process in universities. Thus, a systematic approach to the organization and management of pedagogical processes ensures the development of the entire system, taking into account the peculiarities of internal components under the influence of the external environment.

According to Turgunov S.T., in the process of organizing and managing pedagogical processes, one of the new approaches used should be a strategic approach. It refers to planning and determining the long-term success of the effectiveness and efficiency of the activities of the subjects of the pedagogical process (Turgunov, 2021). However, G. Minzberg, J. Quinn, S. Goshals consider strategic management as “the process of determining and establishing a connection between the system and its environment, which consists in the implementation of the selected goals and in attempts to achieve the desired state of relations with the environment through the allocation of resources that allows effective and efficient to act”. In modern conditions, increasing the level of joint activities of subjects and improving the functions and management methods of the pedagogical process that meet modern requirements, determines the use of the types of strategic approaches that we have outlined below, which allow the teacher to develop good organizational and managerial abilities, as well as technological and activity aspects of pedagogical processes.

### *Diversification strategy*

Following from the interpretation of "diversification", we propose the use of a diversification strategy in pedagogical processes aimed at increasing motivation for learning and self-improvement, developing a positive attitude towards classes and broadening the horizons of students, increasing the manifestation of gifted students. As well as the development of knowledge, skills and abilities of students on the basis of wide involvement in the processes of education and self-education according to their abilities, interests and giftedness; improving the processes of preparation for professional activity and the development of additional specialties, among other things, preventing graduates from leaving their chosen profession to another area of activity (Rohac & Januska, 2015; Guignandon et al., 1997).

### *Functional strategy*

This strategy, as a working strategy for ensuring the effectiveness of pedagogical processes, is used for the development of each individual component, containing a way of realizing the goals and objectives of a certain pedagogical process in accordance with the conditions of the pedagogical system. And also, for the effective performance of functions by subjects in accordance with the scientific and theoretical foundations of education management (Govindasamy, 2001; Salminen et al., 1998). A specific strategy is focused on preventing the deterioration of the activity of students' educational activities, the effectiveness and efficiency of educational

processes, taking into account the specific tasks of each pedagogical process, including the development of the formation of positive attitudes towards classes among students.

### *Integrated strategy*

An integrated strategy is developed for the effective application of modern methods, methods, technologies and strategic approaches that serve to improve the joint activities of students. In the processes of applying the integrated strategy, the level of assimilation of knowledge and skills of students develops in terms of the effectiveness of educational and self-educational activities. Indicators for assessing the activities of students is the quality and timely completion of tasks in the processes of self-education, theoretical and practical classes. When developing an integrated strategy, it is necessary to ensure the relationship and interdependence of the topics studied and the tasks performed, taking into account the characteristics of all types of pedagogical processes as a single multifaceted pedagogical system as a whole. In this example, the strategic plans for the organization and management of pedagogical processes are developed on the basis of a block-modular approach. In search of ways to improve that ensure the effective application of the above strategies, for the first time we have proposed several approaches to the organization and management of pedagogical processes in universities (Liu et al., 2012; Siegler, 1999).

### *Relaxation approach*

A relaxation approach is necessary for the development of motivational situations, self-regulation and self-development of students during the pedagogical process based on the use of self-government mechanisms. It should be applied based on the situation of the pedagogical process and the degree of student activity at any stage of the educational and cognitive process. This approach in pedagogical processes contributes to the formation of a general motivational-reflexive atmosphere in classrooms to enhance the activities of students. The lack of instruction among students about the need to study discipline, personal positions and a reflexive-strategic approach to learning affects the effectiveness of the processes of preparing students for professional activity. Failure to understand the need to study a subject is the main reason for the formation of negative attitudes among the majority of students towards classes. All this leads to encountering unexpected problems in the organization of pedagogical processes in the first stages of pedagogical activity among the majority of graduates.

### *Demonstration approach*

The demonstration of instructional videos is an important stimulus for mastering knowledge and constructive learning. In one of the videos, we propose to demonstrate interviews with young teachers of secondary schools who have problems in organizing pedagogical processes. Each video should serve as a motivational stimulus for the formation of needs and the development of interests of students for the study of pedagogical disciplines (pedagogy, pedagogical technology, pedagogical skills, teaching methods, etc.). In our opinion, such a video will be useful for the thorough preparation of future specialists in the competent distribution of lesson time, the development of algorithms for the organization and management of the pedagogical process, as well as ensuring the effectiveness of the educational process based on a systematic approach when explaining new material. For special training of future specialists for pedagogical activity, the demonstration of videos containing interviews of various teachers from different schools is implemented as a means of motivational processes (Ghosh, 2016; Agbaeze et al., 2017). Based on the peculiarities of the content of the topics or subjects studied, it is possible to demonstrate interviews with experienced teachers using various technologies, methods and approaches to organizing and managing lessons, seminars, events and their analysis. The introduction of this approach into practice is of a didactic nature and helps to prevent emerging problems in pedagogical activity among young specialists, and also serves as an argument for a deep study of pedagogical disciplines and the desire to improve oneself in the process of preparing for professional activity.

### *Reflective approach*

«Reflecto» translated from Latin - "going back", and translated from French "reflexio" means "deliberation, reflection" (<https://yandex.uz/turbo/psylogik.ru/s/40-refleksija-cto-jeto-takoe.html>). Consequently, based on the above, reflection is an analysis of one's own thoughts and activities and their reassessment. The reflexive approach makes it possible to self-analyze their own activities and the worldview of students, self-analysis and objective

assessment of their knowledge and skills stimulates the subject to independent thinking, activating motivation and coordination of their actions, increasing activity and developing interests in the study of new concepts. In our opinion, in the process of the reflective approach as an integration of the demonstration approach, showing videos that include video analysis of the lessons develops the reflexive abilities of students. In addition, such a video analysis of a lesson significantly broadens the horizons of students about pedagogical activity, since in this example, students, having watched the video analysis of the lessons, will jointly analyze and objectively evaluate the quality of the video analysis. Thus, the teacher-manager, introducing a reflexive approach, creates interest among students in pedagogical activity, finding effective ways to develop the subject-subjective relationship in the pedagogical process. During classes, the use of a reflective approach determines the assessment of situations and actions, the search for ways and means of solving the problems posed, and also develops the self-analysis of the subjects of learning, reflecting their concepts and activities.

#### *National-regional approach*

When organizing and managing pedagogical processes, the national-regional approach is of no small importance. The characteristic qualities of the regions have a significant degree in the organization of pedagogical processes, since each region is distinguished by geographical, socio-economic, demographic and other characteristics. It follows from this that understanding and knowledge of all these distinctive features within the regions is fundamental in the construction of educational processes. Also, when organizing and managing pedagogical processes, it is necessary to take into account folk traditions and national spirit. Thus, education managers, considering the peculiarities of a particular region, have the opportunity to make independent decisions and develop algorithms for managing and organizing pedagogical processes and independently determine the tactics and strategy in training, taking into account the social and national characteristics of each individual.

#### *Situational approach*

The essence of this approach is to search for a problem and develop a solution, based on the situation of a specific pedagogical process, depending on external and internal factors. The teacher, following from the observation of the current situation during the pedagogical process, generally assesses the situation, after which he forms the mechanisms of influence and methods in order to identify factors that contribute to the improvement of the pedagogical process and the maximum increase in the final performance. In the situational approach, the teacher-manager must be able to quickly make decisions based on his own observation and analysis of the preliminary result of the effectiveness of the pedagogical process.

#### *Reorganization approach*

Reorganization translated from French "réorganisation" means reorganization, transformation, organization in a new way (<https://dic.academic.ru/dic.nsf/ushakov/1009038>). The structure of the educational process is based on a set of components (stages) of classes, creating a holistic interaction and interdependence of stages according to the algorithm of classes. The reorganization of the structure of the pedagogical process should be organized according to the effectiveness of the stages of classes, including from the existing situations and conditions, taking into account the activities and activity of students. To do this, during the development of the algorithm of the pedagogical process, it is necessary to take into account the need to ensure the universality of changing the sequence of stages of classes, while providing for the integrity and maintaining the relationship and interdependence of all stages of the pedagogical process.

For the successful functioning of pedagogical processes, it is possible to divide the stages of classes according to the content and in accordance with the didactic goals of each stage. For example, seminars and workshops can consist of 4 stages: 1 — organizational stage, which communicates the topic, objectives and plan of the lesson; 2 - the propaedeutic stage, reflects the topic of the lesson in the system of the studied material and differentiates the pedagogical process by applying the above demonstration approach. The propedeutic stage forms motivation for learning, increases the potential for high efficiency and effectiveness, helping to prevent real mistakes in practice in the future; 3 - the main stage, where pre-prepared students answer according to the announced plan, discussions and discussions are organized, the main conclusions are formulated; 4 - at the final stage, the teacher sums up the results and announces the grades. The effective functioning of the mechanisms of management and organization of pedagogical processes will allow to influence the degree of achievement of goals and the vigorous activity of students at each stage of the lesson.

### *Results-based management*

One of the most important foundations of the pedagogical process is the result of the activities of the subjects of the educational process. The essence of a result-oriented approach allows achieving certain results based on the coordination of the activities of the subjects of the pedagogical process and the implementation of the creative potential in their activities by explaining to each subject the importance of the disciplines being studied. Therefore, the criteria for the effectiveness of pedagogical processes are reflected in the identification of goals and its effectiveness, and the effectiveness of the degree of goal achievement can be obtained through the use of a demonstration approach. Along with this, the systematic use of the demonstration approach determines the effectiveness of ways to achieve the planned goals of classes and requirements for the quality of the result of students' activities. In particular, we propose to periodically combine results management together with a reorganization approach as an opportunity to use another invariance of improving the quality of the pedagogical process.

### *Coordination approach*

A coordinated approach in pedagogical processes ensures the rational use of study time, helps to better think through the sequence of actions, save and normalize working time, avoiding unnecessary costs and wasting time.

### **Conclusion**

Thus, the ordering and coordination of the educational activities of the subjects through the effective use of study time ensures the quality of the effectiveness of pedagogical processes, improves the activity and motivation of students. As a result of considering this issue, we can say that in order to avoid existing and constantly emerging problems in the organization and management of pedagogical processes, it is necessary to use new effective approaches that will improve the quality and effectiveness of the learning process in universities. The use of the set of approaches proposed by us allows you to choose the best option for improved mechanisms for organizing and managing pedagogical processes that maximize stimulation, motivation and activation of learning. In addition, we believe that a pre-calculated algorithm makes it possible for the teacher-manager to productively achieve the planned goals, taking into account the optimality of the expended efforts, funds and time; competently and skillfully organize and manage the process; to ensure active communication and successful relationships between the participants in pedagogical interaction, including the real achievement of educational and cognitive tasks.

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