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## **MARKETING STRATEGY IN THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS**

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### **ABSTRACT**

Every person lives in a system of organizational and managerial relations. Every year these relationships become more and more diverse, which leads to extraordinary management situations. Therefore, this requires a certain response strategy and making the right decision. Knowledge of management theory, general laws and principles will help you avoid mistakes. Understanding the essence of management, in particular, social management (since man is the core of the social process), and its internal structure will help create a holistic picture of education management.

### **KEYWORDS**

Educational process, management, assessment, training, monitoring, interactive.

### **INTRODUCTION**

Management is the process of a subject's influence on an object to transfer it to a new qualitative state or maintain it in an established mode. The subject of

management is the one who manages. The object of control is the one who is controlled.

In management thought, ideas about the importance of the external environment and the need to take into

account forces external to the organization appeared in the late 1950s. This became one of the most important contributions of the systems approach to management science since it emphasized the need for the manager to view the organization as a whole, consisting of interconnected parts, in turn, are connected by connections with the outside world. The situational approach allowed us to expand systems theory by developing the concept that the most appropriate method in a given situation is determined by specific internal and external factors that characterize the organization and influence it accordingly.

### The main results and findings

Today's changes in the outside world have forced us to pay even more attention to the external environment. An educational institution as an open system depends on the outside world.

The head of the educational institution must also suggest suitable ways to respond to external influences. Like biological organisms, an institution must adapt to its new environment to survive and remain effective.

The influence on the control object is carried out using various methods. A method is a certain, most rational, pre-developed sequence of performing certain tasks, work, decisions. In the management system, methods occupy a special position because they have a purely practical application. It is with the help of methods that

managers influence managed objects to transform them from their initial state to the desired one.

Management methods are ways of carrying out management activities, which is, on the one hand, the process of implementing management functions, and on the other, the process of influencing the organization's personnel in order to intensify their work and give it a creative, interested, active character [2]. Based on the nature of the action, economic, organizational, administrative, socio-psychological and quantitative management methods are distinguished.

Economic management methods are based on the operation of economic laws and affect the property interests of organizations and personnel. These include economic calculation, economic calculation, planning, forecasting, economic analysis, economic justification, economic incentives, etc. These methods form the basis of economic management of organizations

Organizational and administrative methods of management are based on the objective laws of organizing and managing the joint activities of people, and on the natural need of people to interact in a certain order. Such methods are divided into three groups:

1. Organizational-stabilizing - establish long-term connections in management systems between people (the concept of organization management, organizational management structure, staffing,

instruction, standardization, regulation, control and supervision).

2. Organizational and administrative - provide operational management of the joint activities of people and departments (these methods are implemented in the form of contracts, orders, instructions, instructions, resolutions).

3. Organizational-disciplinary - designed to maintain the stability of organizational connections and relationships, as well as the responsibility of personnel for the performance of duties; these include rules and norms of employee behaviour and systems for monitoring their behaviour, as well as the development and application of incentive measures (for employees' compliance with established rules) and punitive measures (for employees' failure to comply with established rules).

Socio-psychological management methods comprise ways of influencing the behavior of the individual and the team; on the state and mood of the organization; ways to activate the climate in an organization based on a high moral culture, and deep respect for the individual and the team. In management, socio-psychological methods are not only a moral category of management but also a material one, giving profit or loss, since in business organizations socio-psychological processes, phenomena and actions are calculated from the point of view of costs and profits obtained from their use. These methods are based on

the objective laws of social development and the laws of psychology.

These management methods are divided into two groups:

1. Social, which includes social rationing (internal regulations, corporate etiquette, etc.); social stimulation of collectives and individual employees; social regulation (contracts, mutual obligations, selection systems, satisfaction of social needs), etc.

2. Psychological — used to harmonize relations between members of the organization and establish the most favorable psychological climate; these include methods of recruiting small groups, humanization of labor, professional selection and training of employees.

Quantitative management methods are the "product" of a quantitative approach to management and are aimed at increasing the validity of management decisions, and are also widely used in the activities of organizations in the development of programs and plans, in conducting marketing research, in the financial and economic, accounting sphere. These methods are based on mathematical apparatus and logic. Thanks to them, it is possible not only to apply qualitative assessments of phenomena and processes in research, but also to use quantitative measurements that ensure reliability and objectivity.

In general, the ongoing transformation process is objectively conditioned by the change of industrial civilization to a post-industrial, i.e. essentially socially

oriented market economy. In the conceptual approaches currently being developed for the implementation of already initiated and planned transformations, the problem of fundamental reform of the entire educational management system is naturally put forward in a number of leading ones, and first of all, this is the quality of professional development of teachers of the multi—level pedagogical education system.

The managerial activity of a teacher within the framework of the humanistic paradigm of education acquires new qualitative features. Traditional management based on subject-object relations is moving into management based on subject-subject relations and providing students with the opportunity to interact on an equal basis with a teacher in solving problems of their life in an educational institution, classroom, small group. These processes have long been the subject of study in foreign pedagogy, especially American, from which the term "pedagogical management" has penetrated into domestic education, the main idea of which is that the teacher becomes an organizer, adviser in the process of learning, upbringing and development of the child's personality. This creates a new scientific and practical task of training education managers to manage an educational institution (OU) in new economic conditions, mastering the theory and practice of managerial decision-making through a professional development system.

We consider the professional activity of an education manager as a specific category, including specialized work activities that require specific training and are implemented at the appropriate skill level.

## CONCLUSION

The development of this level is carried out continuously, in a system of organized education and through self-education. In this regard, we consider the professional development of an education manager as an educational process aimed at developing a person's abilities to perform their work functions through the development of new integrated relationships between modern science and practice. The purpose of the course "Management in Education": improve the professional skills of heads of educational institutions in managerial, organizational, financial, economic, administrative, economic, innovative and methodological fields of activity by the concept of continuing education and creating a personnel reserve of heads of educational institutions; improving the quality of education by improving the management of the educational process.

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