

# EDUCATION AND ITS MANAGEMENT SYSTEM

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**Puribadi Khutbasara Inayatullah,**

Institute of Philosophy, Sociology and Law of ANAS

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In our globalized world, the form and structure of education is changing, shaping and improving. Education is no longer a form of education, but a large system and a structural system that includes institutions. The meaning of education is broader and does not end with the classroom, textbook, teacher, pupil, student body, or school, university, etc., but is always in the center of attention as a broad and rich concept, regardless of where and how and at what age the training begins. . Therefore, in one form or another, we are all part of education and we are part of this great system.

Historically, different educators have given different definitions of education from the East or the West. This is the most important of them. " Education is one of the main tasks and indicators of human abilities and skills. Education is the primary factor that determines the socio-political and economic development of a person, family, society, and, finally, the state, as well as the social basis that unequivocally stands behind this development "[1. 23].

Education also provides for the regular and continuous improvement of the condition of people working in the management system in terms of behavior, skills and knowledge. It is possible to conclude that the purpose of education varies for each social institution, and the most common goal is to create favorable conditions for increasing production capacity and reaching a higher level.

If we look at the historical development strategy of the education management system, we can see that before the emergence of Taylor's scientific development movement and large organizations, including monopolies, in the 19th century, education did not provide shareholders in organizations and companies. However, in the last century, with the emergence of bureaucracy and increasing difficulties in the development of the arts, with the day-to-day development of science and technology began to shine as an

undeniable and fundamental method of managing education [3; 4].

At present, the development, regulation and implementation of educational programs for employees is one of the main tasks of educational organizations. For example, in Iran, vocational education was carried out mainly through the master-apprentice method, and whoever wanted to learn a profession, a student would stand by the master and master that profession. However, with the gradual establishment of official organizations in the field of management and service to the country, staff training became necessary. Initially, courses were organized to increase the education of employees of the Ministry of Customs and Finance [8. 56]. Over time, the railway service of the Iranian state also began educational programs, and these programs improved day by day, taking their place among the various educational plans of the state. Different ministries, taking into account their needs, began to implement different levels of education. From the twentieth century, the state law on the employment of civil servants in order to adapt the period of study set a task for ministries and public institutions to comply with the above laws, the implementation and continuation of educational programs [10. 34]. It was the first time that an educational institution in Iran was recognized as a serious work and continuous activity in state organizations. Until now,

education was planned only for a certain period of time when there was a need to train any specialists or groups in ministries and state institutions. Of course, when such a need arose, the ministry or related institutions would start implementing special education programs in accordance with a special law or instructions sent by higher organizations.

Researcher Abtahi , in his book Education and the Improvement of Human Resources , noted that human information is updated once or twice every five years, and that change is changing everything. Is it possible to explain the human resources of an organization with these changes? It is known that inattention to the education of employees can also jeopardize the fate of the institution. For this reason, in developed countries, human resources are usually updated once a year and sent to training courses [9. 33].

Numerous studies show that the education of employees in the education system contributes to the protection of the longevity of the organization. A three-year study in Singapore found that 17 percent of the country's commercial and industrial companies went bankrupt. However, this ratio was less than 1 percent in companies that implemented employee training programs [6. 89].

The life of an organization depends to a large extent on the various knowledge, skills and literacy of its employees. Educated people can be

highly useful in the work of the organization. At the same time, educated people are able to protect themselves from the pressures of the changing environment and adapt to them. In addition, the development and longevity of the organization, its ability to adapt to changes in the environment depends on the level of development of employees.

A study by Harvard University professor William James found that educators were motivated to work at 20-30 percent of their skills. The education management system also requires special skills and high training process experience. Management is a special ability that requires skill, foresight and a special outlook. In this regard, the effective functioning of management plays an important role [3]. A manager must know how to motivate people to work, be able to lead them, understand people's interactions and group behavior, and be able to direct them in an effective direction. In this regard, education managers have a great responsibility. In his research on the nature of the main characteristics of those who lead the educational process, including those who lead the foundations of education - Robert Katz, he concluded that the principal must have technical, humanistic, or humane and wise abilities. These, of course, should be more clearly demonstrated in school principals. The education quality management system is a combination of three concepts: quality, efficiency and monitoring .

Quality is a characteristic of activity, performance evaluation is a method of determining quality, and monitoring is a mechanism for implementing this method [5].

Undoubtedly, with the constant change and updating of technologies in modern societies, the form of training in organizations has changed, and the people required for these trainings are not satisfied with gaining knowledge and experience in a field. Because the new society needs people who are well-developed. They should be able to use a variety of skills in a variety of sessions with appropriate perspectives. Such people need to be creative and proactive in order to better perform their duties, and use their knowledge and skills to help the organization achieve its true goals [10. 45].

The reality is that human capital is the most important thing in the world today. According to economists, the characteristics of a country's economic and social development are determined by the human capital of that country, no more investment or other sources. It is the human resources that bring together investments, create social, economic and political organizations that benefit from natural resources, and promote national progress. A country that develops the knowledge and skills of its people effectively in the national economy is not able to expand anything else. In addition, if we pay attention to the constant and continuous

changes in various spheres of public life, we will see that the most important thing in the world today is manpower. According to economists, the characteristics of social and economic development of many countries are determined by the human capital of that country, and neither capital nor other material resources are so important. It is the human resources that bring together investments , create social, economic and political organizations that benefit from natural resources, and promote national progress [2]. A country that develops the knowledge and skills of its people and effectively benefits them in the national economy is unable to expand anything else. In addition, if we pay attention to continuous and continuous changes in various spheres of public life, we can see that scientific and technological progress has a profound effect on the development of technology and its production and service activities, the need for education and the improvement and increase of human resources. made it necessary.

The countries of the modern world, including all developed countries, declare education a strategic priority and recognize that the future development of their countries depends on the level of the education system. After the independence of the Republic of Azerbaijan, there was a need to reform the education system. In addition to providing informative information about the ongoing education reforms in many countries around the world, the

objective causes of the problems in the field of education are revealed and the necessary steps taken to overcome the current education crisis are discussed. All subjects for different classes of the school system in Azerbaijan, the maximum and minimum amount of time allocated to them and the allowable number of hours allocated to elective subjects for each class are indicated. It takes into account changes that may be made to take into account local and school conditions and any other changes that primary, secondary schools, lyceums and gymnasiums may deem necessary. The number of hours allocated for language teaching in grades 1-4 is 50% of the total number of hours [7]. After researching the content and identifying the types of knowledge and skills to be taught, it was determined that the focus is on the functional, communicative rather than the formal, legal side of languages. This is a clear example of parents' indifference to real-life issues. Due to the lack of a planned connection between the primary and secondary grades, subjects such as History and Social Communication are not taught. All training at the primary level is closely linked to the content of individual subjects, rather than forming the basis for subsequent training programs. There is no mention of scientific knowledge in primary education, and science fiction works are not taught to help children develop their scientific thinking.

The situation is exacerbated by discussions about taking exams at a higher level than those who take extra hours in elective classes. Different levels of training, but the unfairness of taking the same level of exam, are not taken into account by those planning education. In addition to elective subjects, students must study the subjects assigned to each class and achieve the same result if different hours are allocated to the training. The purpose of elective subjects and the rules for their use are not yet clear, as there are no relevant guidelines for teachers and school principals regarding the application of elective subjects [2.77].

There is also a Basic Curriculum in secondary education in Azerbaijan. According to it, in 10th and 11th grades, 15 and 16 subjects are taught, respectively, and 24 hours are allocated for basic subjects and 10 hours for elective subjects. As before, all students in these classes study all the subjects assigned to a particular class and choose the subjects they want. In the 11th grade, there was a debate about the relationship between the proposed subject groups and the subject groups used in the university entrance exams. Elective subjects are currently used to reduce the impact of this problem, but there will be confusion and difficulty until the principles of elective classes and their organization in the OECD and other developed countries are fully understood. There is a need to reconsider the rules for the application of subject groups and

electives in order to serve the formation of knowledge and skills that students need not only to enter the university, but also to operate successfully and effectively in society. Current curricula provide objectives for each subject and each class (however, they are not always applied or are limited in nature), a list of topics, texts and exam schedules, and some methodological recommendations. However, the curriculum and other documents available for each subject and class are developed by different groups, and therefore there is no connection between one class and the next class or subject. This connection is found in most of the documents examined on the issue of inheritance. As a result, the whole curriculum lacks consistency and does not create the conditions for the systematic formation of knowledge and skills through the gradual transition from easy to difficult and the integration of overlapping topics. In addition, in the transfer of knowledge and skills through these subjects, more facts are used, strict rules are applied, and the information has no content that develops children's thinking and reasoning skills. The national curriculum system can create excellent conditions for the rationalization and strengthening of subjects, topics, learning outcomes, exams, etc. The national curriculum system is not a centralized system (as it is often understood), it is a way to coordinate the activities of different parts of the national curriculum (including the curriculum) to complete and improve learning outcomes. Such a system

would allow International Non-Governmental Organizations (IOOs) in the field of education and other stakeholders to demonstrate what they can do to implement future national education plans. In addition, the system creates conditions for the MoE to monitor and regulate the work done in the field of general education curriculum in the Republic [11].

At present, the content of education and training and the requirements for it are expressed in modern curricula. Therefore, managing education and training content also requires curriculum evaluation. Curriculum evaluation begins with a study of needs and an analysis of the current situation. This process is necessary to set goals based on needs. Success in the assessment process depends on a proper analysis of the situation and context.

The Republic of Azerbaijan inherited a developed education system from the former Soviet Union, and positive statistics covering all levels of education included it in the list of middle-income countries in terms of income levels, ahead of some countries in the USSR. However, along with the formation of a high-level education system in the country based on the USSR model, this highly centralized model did not allow Azerbaijani teachers to participate in curriculum policy and planning, and the Azerbaijani Ministry of Education implemented only centrally defined curriculum policy and changes. Development of

curriculum policy after the collapse of the Soviet Union, formation of a national structure for the curriculum, creation of systems to track and identify changes in the existing or completely new curriculum, implementation of the curriculum at the national level, evaluation of the results of the new curriculum and monitoring at the local level [11].

Such a situation is understandable, because the inherited model of education served the implementation of the curriculum developed in Moscow, and now the model of education is faced with new issues such as curriculum policy, project model, implementation mechanism and the concept of current assessment and monitoring. Such important changes require the creation of a system, changes and improvements in the structure of enterprises and institutions.

### **Resume:**

Education system is consisting of difficult structure. Author writes that the education system always impacts the economy and policy and social life in the state. The state stimulates the education and its management system; because all state organizations also human capital improve by mean of the education. In the modern time all problems and difficulties, which are happened in education system solve by the states of Iran Islamic and Azerbaijan Republics.

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