

## EDUCATIONAL GOALS, SKILLS AND COMPETENCIES IN A PEDAGOGICAL APPROACH

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**Annotation:** In this article, the formation of students' knowledge, skills and competencies, competitiveness in education, efficiency, international ratings, accreditation, quality monitoring and results-based approaches, measurements or parameters used to measure the success or efficiency of an activity or system, clearly defined strategic and operational goals of the activities of an educational institution, each stage - from planning to monitoring and analysis - is considered, as complementary and interconnected elements.

**Key words:** educational goals, measurements or parameters, system success, international ratings, accreditation, quality monitoring and results, approach, management by objectives, competitiveness, efficiency, level assessment, control mechanisms, management by objectives concept, learning process, identification and organization.

In the pedagogical approach, the goal of education is a clearly defined indicator aimed at the formation of students' knowledge, skills and competencies, in accordance with state educational standards.

The relevance of introducing targeted management in educational institutions has increased as part of the reforms in the education system in 2020-2025. The reason for this is the increase in competitiveness, efficiency, international ratings, accreditation, quality monitoring and results-based approaches in education.

Today, SMART goals, LOM (Learning Outcome Model (LOM) is a form used to define and organize the learning outcomes of a course, program, or training. It defines what students should know, understand, and be able to do at the end of the learning process. In other words, it is a clear description of the skills, knowledge, and competencies that students should acquire), key indicators (Key Indicators are measurements or parameters used to measure the success or efficiency of a particular process, activity, or system. Typically, they are used to assess the level of achievement of goals.

These indicators are used in many areas, including education, business, economics, and healthcare), Performance Management System (PMS)- (Performance Management System (PMS) is a system aimed at planning, measuring, managing, and improving the performance of employees in an organization or company. It helps ensure employee performance, goal achievement, and development. Through PMS, an organization A systematic approach is being created to optimize employee performance, unlock their potential, and improve the final results.) Through modern tools such as (e.g., a systematic approach is being created to optimize employee performance, unlock their potential, and improve the final results.) Each process in education is being linked to specific and measurable goals. This allows management to be based not only on strategic but also on process analysis.

Management by objectives is the process of organizing the activities of an educational institution in accordance with clearly defined strategic and operational goals, ensuring the achievement of set results through the effective allocation of resources and constant monitoring of the management process.[1] This approach is important in ensuring the development, quality improvement and efficiency of the education system.[2]

The concept of goal-oriented management has emerged as one of the main approaches to management theory. In the early stages, mechanisms for organizing and controlling management were developed, and later goal-oriented management principles began to develop.[3]

In the field of education, this process includes planning curricula, managing and evaluating pedagogical processes.[4] In recent years, goal-oriented management has been digitized using advanced information and communication technologies.[5]

A pedagogical goal is a conceptual direction that represents the main result of the educational process, aimed at forming students' knowledge, skills and values.[6] A clear and systematic definition of a pedagogical goal creates the basis for effective management of educational institutions and serves to continuously improve the quality of education. [7]

The theoretical foundations of management by objectives are based on activity, system and psychological approaches.[8] It emphasizes the importance of setting, monitoring and analyzing goals, taking into account the internal and external environment of an educational institution.[9] It also emphasizes the need to adapt to and improve the management process in order to cope with constant changes.[10]

The concept of management by objectives is a management approach aimed at increasing management efficiency, rationally distributing resources and clearly defining the priorities of the organization. This concept views the management process as a goal-oriented systematic activity, in which each stage - from planning to monitoring and analysis - consists of complementary and interconnected elements. In management by objectives, the main emphasis is on clearly defining the long-term and short-term goals of the organization and continuously monitoring the process of their implementation.

This process ensures increased efficiency, effectiveness and optimal use of resources. In the pedagogical sphere, goal-oriented management allows for purposeful, systematic and effective management of the educational process of an educational institution, which serves to continuously improve the quality of education. The goal-setting process is especially important in pedagogical management, as it determines the main direction of the educational process and is aimed at the knowledge, skills and cultural and moral development of students. Therefore, the psychological, social and cultural components of determining pedagogical goals are deeply studied in the theory and practice of goal-oriented management. In modern conditions, the concept of goal-oriented management is being further improved with the use of new technologies, innovations and digital management tools. The process of achieving goals in educational institutions through electronic educational platforms, databases and automated monitoring systems is becoming more efficient and transparent. This further enriches the theoretical foundations of educational management and ensures its implementation in practice.

In the effective management of educational institutions, the processes of determining and achieving a goal are complex, multi-stage activities. Goal formulation refers, on the one hand, to its planning and design, and, on the other hand, to determining an ideal model (i.e., the intended result) for achieving the goal. At this stage, tools and mechanisms that can be practically applied in pedagogical activities play an important role. In particular, technological models are considered as such a tool in goal-oriented management.

Goal formulation and setting have their own theoretical specificity, which often leads to various uncertainties in the process of strategic decision-making by the management of an educational institution (Eshkulov, 2020). These uncertainties, in turn, affect not only the clarity and practicality of the goal, but also its implementation in real life through external factors. In cases where the stages of goal implementation in pedagogical activities are not clearly developed, this situation creates difficulties in the study of the concept of goal-oriented management.

The process of implementing a goal in the management of an educational institution includes the following structural elements: planning, organization, monitoring and evaluation. Each of these stages is systematically interconnected and is of great importance in achieving the final result. In particular, the presence of a feedback mechanism comes to the fore as a key factor determining the effectiveness of the process. It indicates the successful or unsuccessful implementation of the organized activity.

Also, although some studies on the theory and practice of educational management provide a general description of the goal, the system of processes related to it is not always clearly reflected. This situation indicates the existence of certain scientific gaps in the optimization of the management of an educational institution. Therefore, today it is urgent to develop a targeted approach that integrates theory and practice and introduce it into the educational management system.

The purposeful approach to managing the activities of general secondary educational institutions, in its essence, represents the interrelation of such processes as strategic planning, organization, evaluation and improvement. This approach includes methodological foundations based on the objective laws of educational activities, socio-economic requirements, as well as modern management tools.

Targeted management, when viewed from a technological perspective, is based on the principle of focusing on specific results. Such an approach allows for the effective allocation of the necessary resources and tools, while maintaining the integrity of the activities of a general secondary school. It not only models the pedagogical process, but also serves as a methodological tool for clarifying the strategic goals of the entire educational institution.[11]

For the effective application of the goal-oriented approach, first of all, the subjective (i.e., the views, motivation, competence of the leader) and objective (normative documents, external socio-economic conditions) aspects of human activity should be considered together. These two factors, in harmony with each other, form a technologically based management model of an educational institution.[12]

The correct organization of the principle of goal-orientedness in the management process directly depends on the quality of decision-making of the management entity, the efficiency of resource use, and the accuracy of the mechanisms for monitoring results. A program based on this approach is, in turn, the main tool that reflects the institution's ability to achieve its goals.

In his views on educational management, D. Oldroyd (Oldroyd, 1995) emphasized that the management system is directly related to the laws of socio-economic development, needs and requirements of society. The eight main principles he put forward are:

1. Viewing the educational institution as a social system;
2. Maintaining a balance between resources and goals;
3. Paying attention to the human factor;
4. Taking into account the social interest in determining priorities;
5. Encouraging collective decision-making;
6. Accuracy in monitoring and evaluation;
7. Supporting innovation;

**8. Strengthening responsibility and accountability.**

Also, the “Theories X and Y” put forward by D. McGregor also shed light on the psychological aspects of management in the education system. According to them, the effectiveness of the management process depends on the level of trust, respect and motivation between the leader and team members. The leader’s personal style, attitude towards the team, and the establishment of open and honest communication with them directly affect the achievements of the educational institution. Within the framework of a targeted management system, instead of strict control and excessive bureaucracy, working on the basis of responsible trust can lead to effective results.

After all, in modern pedagogical management, not control, but a trusting and free environment is manifested as a strong factor of motivation. In a situation where the role of the human factor in management is increasingly increasing, the attitude of leaders to the pedagogical team, management style and approach are of particular importance for establishing effective management in an educational institution. In this regard, the American scientist D.M. McGregor's theories of “X” and “Y” are classic examples of leadership approaches. This theory shows the assumptions that an educational institution’s leadership makes about its team. The following table shows the main principles of McGregor’s theory and their importance in an educational institution:

**Management approaches based on McGregor’s theories “X” and “Y”**

<b>Theory X</b>	<b>Theory Y</b>
1. People do not like to work, they avoid it if possible	1. Work is a natural need; it is perceived as rest or play
2. Control and punishment are necessary to manage them	2. A person who has internalized the goal manages himself
3. A person is afraid of responsibility, expects management	3. A person is ready to take responsibility himself, wants to participate
4. Employees want security too much	4. Employees are creative, initiative, have high potential

**Table of McGregor’s approaches to management based on theories “X” and “Y” (source: McGregor Douglas Merrill, 1960).**

McGregor notes that the approach to be used directly depends on the level of knowledge of the leader, his approach to work and his ability to manage the socio-psychological environment. The basis of effective management in an educational institution is the formation of an atmosphere of trust, independence, cooperation based on the “Y” approach. For the effective implementation of such an approach, an educational institution must have its own activity program. This program is based on the criteria used to evaluate the institution's activities and is formed on the basis of the following seven principles (based on Akhliddinov R., Valchuk L.A., Gladkikh V.G., Dugarova D.Ts., Yuldoshev Zh. and others):

**Principles of developing an educational institution’s activity program**

<b>№</b>	<b>№ Principle Content</b>	<b>№ Principle Name Content</b>

1.	Relevance	The program should be aimed at solving a pressing problem in the education system
2.	Independence	The relevance of the activity not only to today's but also to future demands and changes
3.	Practical orientation	The practical compatibility between goals and means is ensured
4.	Rationality	The design that allows achieving maximum results with minimal resources
5.	Integrity	The interconnection and perfection between parts of the activity
6.	Controllability	The presence of mechanisms that allow comparing planned and achieved results
7.	Sensitivity to variability	The ability of the program to identify deviations in the processes being performed

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