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management, organizational structure and methods)  
(“Менежмент асослари” фанини ўқитишнинг замонавий ўқув  
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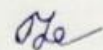
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Bukhara 2017 y

**Theme: "Fundamentals of management" (module № 2 Process of management, organizational structure and methods)**  
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## **Introduction**

An effective leader must take into account situational differences in his work and act with anticipation - anticipating the future and preparing for it, rather than reacting retroactively. The leader should always analyze the relationship between the parts of the organization with its internal variables, the organization and the external environment (external variables) to know that any decision in some way affects all aspects of the organization. This principle does not apply solely to top management. Therefore, the goal of the course is rather to create conditions for the formation of listeners as effective managers at any level of the organization, helping them understand the factors that influence the adoption of truly effective solutions. Management activity acts in modern conditions as one of the most important factors of functioning and development of industrial firms. This activity is constantly being improved in accordance with the objective requirements of production and sale of goods, the complication of economic ties, the increased role of the consumer in the formation of technical, economic and other parameters of production.

Changing the conditions of production activity, the need for an adequate adaptation to it of the management system affects not only the improvement of its organization, but also the redistribution of management functions by the levels of responsibility and the forms of their interaction.

In this report on the results of the socio-economic development of the country in 2016 and the most important priorities of the economic program for 2017, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev noted that despite persisting serious problems in the global economy, Uzbekistan continued to develop steadily in 2016 Economy of the country, ensured stable growth of living standards of the population, strengthened our positions in the world market.<sup>1</sup>

Central to the implementation of our program for 2017-2021 and for the near future should take the "Strategy of Action" - the priority for accelerating and

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<sup>1</sup> Доклад Президента Республики Узбекистан Шавката Мирзиёева Об итогах социально-экономического развития Республики Узбекистан 2016 года и важнейшим приоритетным направлениям экономической программы на 2017 год

expanding the scale of modernization, technical and technological renovation of the economy and its leading industries, diversification of production. The most important mobilizing priority for these years should be the preservation of sustainable high growth rates, macroeconomic stability and the increased competitiveness of our economy. The main source of achievement of the set goals should be the advance development of high-tech industries that ensure the growth of products with high added value, such as chemical, oil and gas and petrochemical industries, engineering and metal processing, construction materials, light industry, food industry and others.<sup>2</sup>

The future is formed today. "Saving" on the quality of management decisions can lead to losses, hundreds to thousands of times higher than previously received savings. Therefore, the main attention in the "Management Theory" is paid to improve the validity, quality and effectiveness of the organizational structure, management style and managerial decision.

Management is an enterprise management system in a market economy. It is generated by the objective necessity and regularities of market relations associated with the orientation of production to the demand and market needs, the demands of individual consumers. The peculiarity of the Uzbek management is its focus on ensuring the rational operation of the enterprise in conditions of scarcity of resources and optimal adaptation to new conditions, achieving high final results with minimal costs.

In the process of production activity, permanent production links are established between the employees of the enterprise and its structural subdivisions, the managing and managed subsystems, they are informational, technological, labor, financial, managerial. In general, they characterize the organizational integrity, integration, integration of the elements of this system. The requirements for these links are contradictory. On the one hand, for the stable operation of the system, it is necessary

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<sup>2</sup> Указ Президента Республики Узбекистан № УП-4947 от 07.02.2017 «О Стратегии действий по дальнейшему развитию Республики Узбекистан»

that the links are stable, stable; On the other hand, the inclusion of new participants in production, new factors of production requires functional flexibility, mobility of ties.

The set of elements and links of the management system and the permanent links established between them (the order of their subordination) forms the management structure. The effectiveness of any organization and the management process depends on the governance structure and management style.

The final qualified work was done on the theme: Development of the methodology for teaching the discipline "Fundamentals of Management" (Process of management, organizational structures and styles)

## **1.1. The purpose and objectives of studying of the subject "Fundamentals of Management"**

For the comprehensive economic development of independent Uzbekistan, good training of highly qualified personnel is necessary. In connection with the transition to a market economy for the training of managers, the subject of "management" occupies a special place. The aim of this course is to train specialists-teachers who can work in a market economy and who would be well acquainted with modern concepts.

The goal of the course is to teach students basic ideas about formal organizations, commercial and non-commercial, small and large, and about the effectiveness of their management. Show the role and place of the manager in the implementation of management tasks. Students who have attended this course should learn to have the skills of practical use of all principles and technologies in all spheres of management.

"The Theory of Management" is for bachelor in studying of the discipline:

✓ must have ideas: on the theoretical and practical foundations of management; Conducting conversations with managers and employees; Basics of drafting contracts; On the place in the management of management technology with the use of rights and principles and its forms; The content of marketing in management; Social program and its place in management;

✓ must have the skills: accomplishment of tasks and functions of management; Recognition of foreign business management practices in the context of the diversity of ownership forms of enterprises and organizations; Use the acquired knowledge of management in practice; Peculiarities of personnel management; Economic justification of projects to improve management effectiveness; Legal management of financial resources of the enterprise;

✓ should be able to improve the effectiveness of the organizational structure of management, ethics of management and culture; Prepare a business plan; Use the system; About the situation and management styles.

The discipline "Management Theory" is one of the special disciplines. This course is directly related to the following disciplines: psychology, business fundamentals, industry economics, marketing basics, organization theory, macroeconomics, microeconomics, industrial management, management systems research, project analysis, forecasting, marketing management, innovative management, personnel management, practical Management.

The science of "theory of management" is directly related to cybernetics, which studies the general laws governing management. She studies the processes of information comprehension and processing, which are necessary for making managerial decisions. The achievements of cybernetics open a wide road to the improvement of information systems in management, the computerization of management processes, the creation of automated control systems. Comprehensive study of the above disciplines related to management, allows you to deeply understand the secrets of managing the activities of organizations and effectively apply them in practice.

### **Modern information and pedagogical technologies**

The discipline "Management theory" should be based on new knowledge. The use of new pedagogical technologies will give high efficiency in teaching discipline. When studying the discipline, modern computer technologies, interactive methods and techniques of teaching are widely used: "training together", conversation, discussion, problem method, brainstorming, group work, case studies, etc., presentation, graphical organizers and others.

The predominant form of training is working in groups, which must simultaneously solve three main tasks: specific cognitive, which is relate to the immediate learning situation; Communicative and developing, in the process of which basic communication skills are developed within and outside the group; Socio-oriental, nurturing qualities necessary for the adequate socialization of the individual in society.

The main conceptual approaches to the use of learning technologies in discipline:

Personally - oriented training. Individualization and differentiation of the learning process in compliance with the requirements of state standards.

**Systems approach.** The learning technology must have all the attributes of the system: the logic of the process, the interconnection of all its parts, and integrity.

**Active approach.** Orientation of training to intensify and intensify the activities of the learner, development in the learning process of all his abilities and initiatives.

**Dialogue approach.** The need to create comfortable conditions for the participants of the educational process, opportunities for self-expression of personality and creative interaction.

**Organization of training in cooperation.** Realization of the principles of equality and partnership, joint development of goals, content of activities and evaluation of the achieved results.

**Problem training.** The use of the creative activity of students through the formulation of problematically formulated tasks and the activation, at the expense of this, of their cognitive interest and, ultimately, of all cognitive activity. The use of the latest means and methods of providing information - the introduction of new information technologies into the learning process.

Lectures are based on VOR technology - challenge-comprehension-meditation.

The phase of the call is the updating of the basic knowledge (what did they know?). The actualization of the students (to generate interest). Methods and techniques of training: brainstorming, cluster, setting of focusing, open, problematic issues, filling in the table W / X / Y.

The phase of understanding is the assimilation of new material. Methods and techniques of teaching: lecture, conversation, method of joint learning "Zigzag", "Koop-kop", discussion, insert, setting and discussion of multi-level questions, categorical review, analysis of semantic features, construction of Venn diagram.<sup>3</sup>

The phase of reflection is the consolidation of knowledge, the integration of concepts, the formation of value judgments. Methods and techniques of training:

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<sup>3</sup> Азизходжаева Н.Н. Педагогические технологии и педагогическое мастерство. – Т.: ТГПУ им. Низами, 2003.



essays, synchronizes, clusters, categorical overview, SWOT analysis, construction of Venn diagrams, T-schemes, other graphical organizers for summarizing and structuring information, table S / X / Y, summary.

Means of training Laser projector, visual materials, information support, QMS, sheets of paper, tape, chalk, board, markers, flip chart.

Forms of training - Frontal, teamwork, work in groups.

Training conditions - The audience, adapted to work with TCO and information technology, for working in groups.

Monitoring and evaluation - Oral control: conversation, question-answer method, presentation of results, fulfillment of the study task, solution of tests, problem solving, problem solving.

## **1.2. Process of management, organizational structures and styles of essence of the theme**

**Module includes three themes. They are:**

**1.2.1. "Process and functions of management»**

**1.2.2. The essence and general characteristics of organizational structures**

**1.2.3. The essence and types of management styles.**

### **Basic summary of lecture "Process and functions of management»**

1.2.1.1. How to lead the process of management

1.2.1.2. The content and information's sides of the process of management

1.2.1.3. Functions of management, their interrelation and dynamism

**Key words:** management, process of management, functions of management, content of the process of management, information side of management.

The definition of the management process is a combination and continuous sequence of interrelated actions of the employees of the management apparatus in the implementation of management functions carried out with the help of a certain technology and aimed at achieving the organization's goal.

#### **1.2.1.1. How to lead the process of management**

How to direct a management process is considered by the stages of management, by the main spheres of the firm's activity, and also by the functions of management performed. According to the sequence and types of activities, management is divided into a number of stages: strategic management, operational management and control. Strategic management is the development of key general-purpose objectives; compiling a forecast of the results of the development of the market or industry on which the firm operates; analysis of weaknesses and strengths of the firm; selection and evaluation of the business strategy; formation of a system for managing the implementation of the strategy. Operational management can be defined as an activity for the implementation of certain goals, which includes: organization as a form of creating a certain structure and attracting the necessary resources; performance of functions of management in the conditions of the created organizational structure. The control assumes the analysis of the achieved results - feedback and is the starting point of a new control cycle.

### **1.2.1.2. The content and information side of the process of management**

The process of management has a cyclic or spiral character, that is, the process of management begins from the moment of determining the interrelations between the object and the subject of management and ends only with the disappearance of them. The process of management usually is viewed from two perspectives: from the substantive, by analyzing the content and sequence of activities at each stage of the process of management; with information, in which the processes of processing, transmission and storage of information in the control system are studied. In the process of management, from the substantive point of view, we can distinguish a number of stages: forecasting, planning, organization, coordination, stimulation, accounting and control, analysis. The process of management from the information point of view is a sequence of steps: the collection of primary information; its registration, transfer and storage on the storage medium; mathematical and logical processing of primary information, resulting in synthetic information that can be presented as a document; providing synthetic information to the management entity; If the management considers that the information provided is sufficient to make an administrative decision, then the transition to item 6 is carried out; in another case, additional primary information is collected, its registration, processing and provision of newly received synthetic information to the management entity; acceptance by a subject of the decision of management; documenting of the decision; archiving of documents; making of decisions to the performers. After this, performers perform certain actions, which leads to the update of the primary information, the change in the state of the managed and control object.<sup>4</sup>

### **1.2.1.3. Functions of management, their interrelation and dynamism**

Any organization to maintain its existence, the realization of the corporate goal performs various activities, defined as functions. The first key types of management activity were formalized and described by A. Fayol, who claimed that management means planning, organizing, controlling, coordinating and controlling. The result of

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<sup>4</sup> Мескон М., Хедоури А. “Основы менеджмента”. – С. Питер. 2004 г.

the planning process is a system of plans that includes corporate, functional plans, staff plans, etc. The organization is characterized as a kind of management activity for the development of the management structure, distribution of powers and division of responsibilities. Motivation is a kind of managerial activity to motivate people to engage in activities that have a certain direction and purpose. Control is a form of management activity to ensure that the organization achieves its goals. Functioning of activities are a process that requires time and resources. It is the process approach to management that allowed us to consider the interrelationships and interdependencies of management functions. The process of management reflects the recommended sequence of performing functions, or a sequence of initial actions to perform the functions, since the implementation of feedback with multiple contours leads to simultaneous implementation of functions. This management cycle is universal in relation to the management object - not only in general to the organization, but also to individual units, functions, methods, etc. The interdependence of functions is expressed in the fact that the qualitative implementation of the previous stage is the most important condition for ensuring the quality of the next stage (Functions). Binding processes in the process of management are the decision-making and process of communication. Increasingly more recently, in the process of connecting processes, researchers define the process of goal setting, since the definition of the goals of functioning is a necessary condition for the beginning of any activity. The process of communication is a process of information exchange between two or more people. Thanks to the communication, the manager receives the information necessary for him to make decisions, and brings the already adopted decisions to the company's employees. If communication is poorly established at the enterprise, decisions can become erroneous

The process of motivation consists of establishing and assessing unmet needs, setting goals for meeting needs, identifying incentive measures. The function of coordination is based on decisions on how to harmonize the activities of individual structural units, the use of technical means of communication, etc. The monitoring function involves deciding what, how and when to control what forms and types of

control to use, how to analyze the information received, as well as decisions to implement corrective actions. The process of goal-setting is a process to determine the hierarchy of goals and their alignment with the parameters of the internal and external environment. The goal in its essence is the anticipation of the results of activity. The functions of dynamism of management is determined by the necessity of their adjustment to all the emerging changes in the external environment, which today acquire a turbulent character. To do this, it is necessary to master existing methods and functions of methods of performing, use solutions of non-standard, and a creative approach to solving the problem. It can be argued that in order to maintain a high level of interest and staff satisfaction with the process and result of labor, which are the basis of motivation, when methods of applying that affect the behavior of employees, novelty with elements of pleasant surprise is important. The more the range of management tools a manager has, the more his understanding of the environment is higher, the more effective, the operation of the enterprise. So, the art of the manager is a constant and flexible response to market demands, and that can only be realized through the application of scientific management methods.

### **A basic summary of lecture**

#### **1.2.2. The essence and general characteristics of organizational structures**

Key words: structure, organizational structure, types of structures, characteristics, classification of structures.

##### **1.2.2.1. The nature of the organizational structure**

##### **1.2.2.2. Types and classification of organizational structures of management**

##### **1.2.2.3. Designing and improving of the organizational structure**

##### **1.2.2.1. The nature of the organizational structure**

The organizational structure of management can be defined as a set of management bodies, between which there is a system of interrelations that ensure the implementation of the necessary functions of management to achieve the objectives of the enterprise (organization).

Initial data and mandatory conditions are in the formation of the organizational structure of management:

- 1) The goals and objectives of the organization;
- 2) Functions of production and management of the organization;
- 3) Factors of the internal environment (internal variables);
- 4) Environmental factors.

The main elements of the organizational structure of the enterprise are its divisions (departments), levels of management and communication between them. All elements are interrelated. In this case, horizontal and vertical connections are distinguished. Given that the units or departments represent functional areas (functional areas), the structure of the organization can be defined as a set of functional areas and levels of management, as well as the links between them.

In the process of economic activity, the organizational structures of the enterprise unite its human and material resources. In this case, the structures have a common property: they are formed to achieve goals, which, in turn, always determine the structure of the organization.

The organizational structure includes such concepts as the division of work (by functional characteristics and levels of management), the relationship of responsibility and authority, delegation of authority, centralization and decentralization of management, responsibility and control, standards of controllability and other concepts that determine its content side. In general, the content of the organizational structure is determined by the purposes it serves, and what management processes it is called upon to provide in a particular organization.

General characteristics of the organizational structure can be formulated as follows:

1. The structure of the organization ensures the coordination of all functions of management in the implementation of any economic activity of the enterprise associated with the achievement of its objectives.

2. The structure of the organization determines the rights and responsibilities at all levels of management through the definition (delegation) of authority and the establishment of responsibility of managers of all ranks.

3. The structure adopted in a particular organization determines the behavior of its employees (management style, organizational culture and employee efficiency).

4. The organizational structure determines the effectiveness of the enterprise, its survival and prosperity, defined as its success.<sup>5</sup>

#### **1.2.2.2. Types and classification of organizational structures of management**

Organizational structures have a wide variety of types and forms. Within the framework of this chapter, two most general approaches to the classification of structures are considered.

The first approach involves the separation of organizational structures into formal and informal structures.

A formal structure is a structure chosen and established by top-level managers through appropriate organizational arrangements, orders, distribution of powers, legal norms, etc.

The formal structure is defined (projected) in the process of organization of the economic activity of the enterprise, taking into account the organization and coordination of specific works to solve industrial and social problems aimed at achieving its goals.

An informal structure arises on the basis of the relationships of members of the collective, the unity or contradiction of their views, interests, personal goals and objectives of the enterprise, division, etc. An informal structure reflects interpersonal relationships within a formal framework.

Within the framework of the present chapter, only formal structures are considered.

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<sup>5</sup> Герчикова И. “Менеджмент”. Санкт-Петербург. 2010 г.

The formalization of the structure is determined by the degree of unification (uniformity) of management rules and procedures. The more established rules and procedures, the more complex the structure.

Depending on the severity of the above components (complexity, formalization and centralization), management structures are divided into two groups: mechanistic and organic (adaptive) structures.

The mechanistic structure is a rigid hierarchy (pyramid) of management. Organic structure, unlike it, is a flexible, adaptive form of management. It is characterized by a small number of management's levels, rules and regulations, greater autonomy in decision-making at grassroots levels.

### **1.2.2.3. Designing and improving of the organizational structure**

The design of the organizational structure of the enterprise provides for the determination of its basic properties, taking into account the specifics of specific economic activities, the conditions for the implementation of this activity and its strategic orientation. The main factors influencing the choice of the organizational structure in its design can be divided into three groups: internal, general and special factors.

Internal factors include: the basic properties of the structure (its complexity, formalization and centralization), the scope of management and the norm of controllability, which is also defined as a sphere of control.

General (external) factors include: the company's goals and strategy, the type of product or service (the type of production technology), the external environment, the size and sustainability of the organization (volatile, stable) and other factors that determine the specifics of the economic activities of a particular enterprise. When taking into account the external environment, its main factors affecting the results of the enterprise's activities are considered.

Special factors should be taken into account: power and control (including the concern of managers about the interests of their departments, the power factor in the higher echelons) and the computerization of information processes, as well as the implementation of the communications of the management as a whole.



The definition of the organizational structure (often called organizational design) is directly related to the engineering of specific works to achieve the goals (tasks), the functional grouping of the projected jobs (workplaces), taking into account the technologies used and the necessary staff skills for their implementation. After determining the technological scheme of work, organizational relationships between functional groups of work and levels of management are determined for overall coordination of activities to achieve goals in a particular business and the enterprise as a whole. The design of the organizational structure is carried out in stages.

### **A basic summary of lecture**

#### **1.2.3. The essence and types of styles of management.**

##### **1.2.3.1. Basic styles of management**

##### **1.2.3.2. Styles of team management**

##### **1.2.3.3. Leadership of the style of management**

Key words: style, authoritarian, democratic, liberal, collective, leader.

##### **1.2.3.1. Basic styles of management**

The style of management is a set of the most characteristic and sustainable methods of solving problems used by the manager, the manner of his behavior towards subordinates. The style of management has a significant impact on the effectiveness of the collective and the organization as a whole.

There are three most common styles of leadership: authoritarian or autocratic, democratic and liberal, although often in practice there is a mixture of styles.<sup>6</sup>

For an authoritarian (autocratic) style, centralization of power is typical in the hands of a single leader, demanding that everyone report only to him. Style inherent in the administration rate and limited contact with subordinates. Such a manager makes decisions unilaterally, without giving the opportunity to show initiative to his subordinates, is categorical and harsh. Dogmatism and stereotyped thinking are characteristic. New everything is perceived with caution or not at all, because in

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<sup>6</sup> Герчикова И. "Менеджмент". Санкт-Петербург. 2010 г.

management work the same methods are used. This creates is a tense situation, because subordinates avoid close contact with such a manager.

Democratic style: most issues are solved collectively, the subordinates are systematically informed about the state of affairs in the team. The manager of this style in communication with his subordinates is extremely polite and benevolent, is in constant contact, delegates some administrative functions to other specialists, trusts people. Management is carried out without pressure, taking into account the abilities of people. This style of leadership is considered by many to be optimal, but not always it is the most productive.

A leader with a liberal (noninterference) style of leadership practically does not interfere with the activities of the collective, and the workers are given complete independence, the possibility of individual and collective creativity. Such a leader is polite, ready to cancel the decision. From the means of personnel management prevail persuasion and requests.

The flexibility of the manager is to take advantage of each style and apply it depending on the specifics of the situation in the organization.

#### **1.2.3.2. Styles of team management**

In any group, the leader stands out. He can be appointed officially, and may not occupy any official position, but actually lead the team due to his organizational abilities.

The head is appointed officially, from the outside, and the leader is nominated "from below." The leader not only directs and guides his followers, but also wants to lead them, and followers do not just follow the leader, but also want to follow him. Studies show that the knowledge and abilities of a leader are estimated by people are always significantly higher than the corresponding qualities of the other members of the group.

Why does a person become a leader? According to the concept of "features" the leader has certain properties, features, due to which he is promoted to the leaders. The leader has the following psychological qualities: self-confidence, sharp and flexible mind, competence as thorough knowledge of one's business, strong will, ability to

understand the features of people's psychology, organizational abilities. However, analysis of real groups showed that sometimes a leader becomes a person who does not possess the listed qualities, and, on the other hand, a person can have these qualities, but not be a leader. There was a situational theory of leadership, according to which the leader becomes the person who, in the emergence of a situation in a group, has the qualities, properties, abilities, experience necessary for the optimal resolution of this situation for this group.).<sup>7</sup>

Thus, the leader of the group can only be the person who is able to lead the group to resolve certain situations of the group, problems, tasks, who carry the most important personal traits for this group, who carry and share the values that are inherent in the group. The leader is like a mirror of the group, the leader appears in this particular group, what is the group - such is the leader. A person who is a leader in one group does not necessarily have to become a leader again in another group (another group, other values, other expectations and requirements to the leader).

The following management styles stand out:

Authoritarian (or directive, or dictatorial) style of management: it is characterized by strict sole decision-making by the head of all decisions ("minimum democracy"), strict constant monitoring of the execution of decisions with the threat of punishment ("maximum control"), lack of interest in the employee as a person. Due to the constant control this management style provides quite acceptable results of work (on non-psychological criteria: profit, productivity, product quality can be good).

The disadvantages are greater than the merits:

- 1) High probability of erroneous decisions;
- 2) Suppression of initiative, creativity of subordinates, slowing of innovations, stagnation, passivity of employees;
- 3) Dissatisfaction of people with their work, their position in the team;

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<sup>7</sup> Мескон М., Хедоури А. “Основы менеджмента”. – С. Питер. 2004 г.

4) The unfavorable psychological climate ("sycophants", "scapegoats", intrigues) causes an increased psychological stress, is harmful to mental and physical health. This style of management is appropriate and justified only in critical situations (accidents, military operations, etc.).

The democratic (or collective) management style: management decisions are made on the basis of discussing the problem, taking into account the opinions and initiatives of employees ("maximum democracy"), the implementation of decisions taken is controlled by both the manager and the staff ("maximum control"), the leader shows interest and benevolent attention to the identity of employees, to the consideration of their interests, needs, and characteristics. Democratic style is the most effective, because it provides a high probability of correct weighted decisions, high production, results of work, initiative, activity of employees, people's satisfaction with their work and membership in the team, favorable psychological climate and team cohesion. However, the implementation of a democratic style is possible with high intellectual, organizational, psychologically-communicative abilities of the leader.

The liberal-anarchist (or conniving or neutral) style of leadership is characterized, on the one hand, by the "maximum of democracy" (all can express their positions, but do not seek realistic accounting, agree on positions), and on the other hand, "minimum control" (Even the decisions taken are not carried out, there is no control over their implementation, everything is put into "drift"), as a result of which the results of the work are usually low, people are not satisfied with their work, the leader, the psychological climate in the team is unfavorable, Cooperation, there is no incentive to work conscientiously, sections of work are made up of individual interests of subgroup leaders, there may be hidden and obvious conflicts, there is a stratification of conflicting subgroups.

Organizations dominated by a democratic leadership style are characterized by a high degree of decentralization of authority, active participation of workers in decision-making, creation of conditions in which performance is attractive to them, and a reward for staff is the sense of ownership of success.

With a democratic style, employees are treated only as partners who can solve current, daytime tasks mostly independently. As a rule, they are characterized by a high level of professional training, knowledge and experience.

Advantages of the style of democratic leadership:

- the qualification of the decisions made;
- high level of staff of motivation;
- unloading of the head.

Disadvantages of the style of democratic leadership :

- the difficulty of providing conditions for its effectiveness;
- Deceleration of the decision-making process.

Modern researchers, noting the scientific and methodological value of early development of the problems of leadership styles, reject a simplified approach to classifying the diversity of behavior of leaders and dividing them into only three of these styles. In practice, even two, since the conniving style as a whole is not effective and can not be cultivated consciously.

The ideal-typical character of the styles in question means that they are all extreme, ideal patterns of behavior, the exact correspondence of which is very difficult to find in life.

The behavior of the vast majority of managers usually combines the different elements inherent in each of these styles, so more precise research tools are needed to characterize the styles of leadership.

### **1.2.3.3. Leadership of the style of management**

All management work can be divided into two parts: management of the firm's activities and management of people (personnel).

The manager should have:

- a broad general understanding of the state of affairs outside its subdivision, awareness of changes in the external environment and the possibilities for their use; Sensitivity to situations inside and outside the firm;

- Creativity and ability to motivate themselves and staff;
- desire and ability to cooperate;

- understanding of results, ability to plan and execute plans;
- the ability to take risks;
- ability to make decisions;
- readiness to evaluate the results obtained and to determine the development program for the firm and its personnel.

In daily work, the manager must constantly (and not accidentally) receive results, have a personal work plan, clearly plan the activities of subordinates, delegate them the necessary rights and responsibilities, provide a clear assessment of the activities of subordinates, ensure the activities of the unit independently (for example, by preparing a deputy) Be proud of themselves and their subordinates, desire to cooperate, resolve conflicts, etc.<sup>8</sup>

Management is the process of managing interaction, management relations; People who manage the organization; Managerial positions; The science of management, the field of knowledge, the experience of managing people and organizations; The art of management, the totality of personal qualities and competencies.

For the directive style is characterized by a rigid one-man management, as well as a weak interest in the employee as a person. When collegial - the head tends to develop collective solutions, while demonstrating an interest in the informal, human aspect of the relationship. Liberal means the complete elimination of the leader from the affairs of the collective.

Possible and the reverse option: quite democratic in its internal content of the head looks like a sort of autocrat. He is not well educated, has not acquired the appropriate manners. He does not have what we call a culture of communication. Secondly, the style of leadership depends on many variables: the specifics of the situation, the specific nature of the tasks being solved, the qualifications and harmony of the members of the collective, their personal characteristics, etc. It is quite

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<sup>8</sup> Герчикова И. "Менеджмент". Санкт-Петербург. 2010 г.

obvious, for example, that situations characterized by extreme conditions will require even a very democratic leader of rigidity in the management of the team.

The style of leadership is "a method of business communication between a leader and subordinates, the nature of the relationship between them in the performance of official duties, determined by the format of administrative influence and a measure of the severity of the manifestation of the sole will of the leader. The styles of leadership are divided into authoritarian, democratic and conniving. "

The style of management is a typical manner and way of behavior of the manager.

Styles can be classified according to different criteria:

Criterion for the participation of performers in management. Three styles are most clearly distinguished here: authoritarian (the sole manager decides and orders - the staff executes), the involved employees participate to some extent in decision-making), the autonomous (the manager plays a deterrent role - the employees decide themselves, usually by the majority).

Authoritarian style of management has the following types: dictatorial style (the manager decides everything himself, employees execute under the threat of sanctions), autocratic (the manager has at his disposal an extensive apparatus of power), bureaucratic (the manager's authority rests on formal hierarchical positions of the system), patriarchal "Head of the family", employees unrestrictedly trust him), supportive (the manager uses his own unique personal qualities and enjoys high prestige, employees therefore follow For his decisions).<sup>9</sup>

Classification of management styles by the priority criterion of the functions of management:

- management through innovation (development of innovation - as a guiding task).

- management is by setting of the goal: at each hierarchical level, objectives are set, there is freedom in the method of achieving it, limited by estimate and control.

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<sup>9</sup> Герчикова И. "Менеджмент". Санкт-Петербург. 2010 г.

Advantages: freedom of realization, realization of personal goals, responsibility for the result. Disadvantages: a rigid planning system, intensive control, lack of employee ownership, control costs.

- management through the alignment of the goal: a mixed form of management through tasking and through the involvement of employees, that is, employees participate in setting goals. Advantages: agreeing on goals is the best condition for achieving them, freedom in implementation, targeting the goal, not the way, the implementation of personal goals in work, overall control, responsibility, ownership. Disadvantages: a rigid planning system, time for reconciliation, contradictions with the hierarchical system, intensification of control.

- Management through rules of decision.

- Management through motivation.

- Management through coordination.

- Management only in exceptional cases (the manager leaves decisions for the employees connected with the fulfillment of tasks.) Intervention occurs in exceptional cases - especially critical situations, ignoring the possibility of solving, deviating from the set goals.



### 1.3. Learning objectives of the process of management, organizational structures and styles

To date, the most common taxonomy of pedagogical goals is the system of the American educator-scientist B. Bloom. The taxonomy of B. Bloom allows not only to isolate and concretize educational objectives, but also to order them. A clear hierarchical classification of goals allows the teacher to make specific efforts on the main and to achieve a clear understanding of the educational material. The main categories of educational objectives for B. Blum are: knowledge, understanding, application, analysis, synthesis, evaluation (Table №1).

#### Taxonomy of pedagogical goals according to B. Blum

*Table №1*

<b>Main categories of educational objectives</b>	<b>Examples of generalized model learning of objectives are a student</b>
<p>Knowledge This category refers to the memorization and reproduction of the learned material from concrete facts to holistic theories</p>	<p>knows the terms used, knows the specific facts, knows the methods and procedures, knows the basic concepts, knows the rules and principles</p>
<p>Understanding Its indicator can be the transformation of a material from one form of expression to another (for example, from verbal to mathematical), the interpretation of a material (an explanation, a brief exposition), or the assumption of a further course of phenomena, Events (prediction of consequences, results)</p>	<p>interprets verbal material, interprets schemes, graphs, diagrams, converts verbal material into mathematical expressions, presumably describes the future consequences arising from the available data</p>
<p>Application This category indicates the ability to use the material studied in specific conditions and new situations. These include: the application of rules, methods, concepts, laws,</p>	<p>Uses concepts and principles in new situations, Laws of applies, theories in specific practical situations, Demonstrates the correct application of the method or procedure</p>
<p>Analysis This category indicates the ability to break the material into constituents, so that the structure clearly emerges. This includes: the subtraction of parts of the whole, the identification of</p>	<p>highlights hidden assumptions, sees errors and omissions in the logic of reasoning, makes a distinction between facts and consequences, assesses the importance of data</p>

interrelations between them, the recognition of the principles of organization of the whole	
<p><b>Synthesis</b>  This category denotes the ability to combine elements in order to obtain a whole that has a novelty. Such a new product can be: a message (presentation, report), an action plan or a set of generalized connections (schemes). The corresponding educational results suggest the activity of a creative character with an emphasis on the creation of new schemes and structures</p>	writes a small creative work, proposes a plan for the experiment, uses knowledge from different areas to make a plan for solving a particular problem.
<p><b>Evaluation</b>  This category indicates the ability to assess the value of a material for a particular purpose. Judgments of evaluation should be based on clear criteria</p>	evaluates the logic of building material in the form of a written text, assesses the compliance of findings with available data, assesses the significance of a product activity

**In pedagogical technology, the taxonomy of B. Bloom is used with the help of verbs corresponding to the categories of educational goals**

*Table №2*

№	Categories	Verbs	
1.	Knowledge	Play, record, inform, name, write	describe, distinguish, recognize, tell, repeat
2.	Understanding	Argument, replace, specify, designate, explain	Translate, translate, illustrate, comment, disclose
3.	Application	Implement, calculate, demonstrate, use, train	dentify, implement, calculate, implement, solve
4.	Analysis	Derive, allocate, differentiate, classify, offer	Predict, decompose, distribute, verify, group
5.	Synthesis	To invent, generalize, plan, develop	Systematize, combine, compile
6.	Evaluation	Diagnose, prove, measure, justify, approve	Rate, check, control, compare, compare

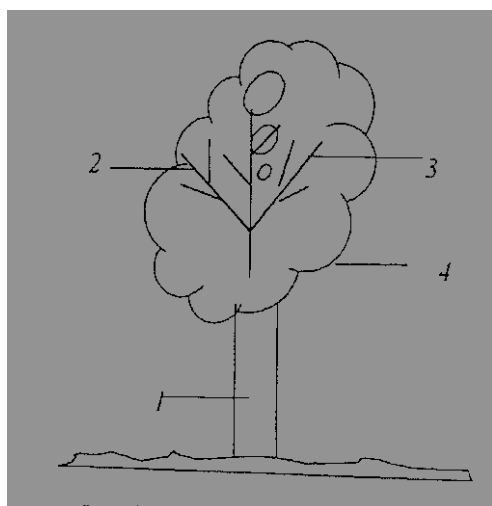
Specification of the objectives of the academic discipline on the basis of this taxonomy is expedient to be carried out in three stages:

At the first stage, it is necessary to identify the basic concepts for each topic. Usually this is 3 ... 5 basic concepts or terms. A set of basic concepts, terms reflect the essence, the main content of the topic. The total number of basic concepts, terms for the academic discipline as a whole can range from several tens to several hundred.

At the second stage, it is necessary to establish the category of educational objectives of the discipline, sections, themes and basic concepts.

Such detailed training objectives are carried out in the same way as the technological process is developed in the production and technical sphere, when the technological process is detailed on technological operations, passages, transitions ...

The naturalness of detailing learning objectives is characterized by the fact that the totality of learning objectives is a "tree of learning goals".<sup>10</sup>



1. The main trunk of the tree is the educational objective of the subject;
2. Barrels - the learning objectives of sections (modules);
3. Branches - the educational objectives of the topics;
4. Leaves - the learning goals of basic concepts.

**Fig.1. "Tree" of educational purposes**

**The educational goal of the topic:** Formation of knowledge and a complete understanding of the process of enterprise management, the importance of the organizational structure and style of the manager's work to achieve the goals and strategies of enterprises.

**Learning of objectives of basic concepts:**

Process of management - knowledge, understanding

Functions of management - application and evaluation

Organizational structure - analysis and evaluation

<sup>10</sup> Фарберман Б.Л. Передовые педагогические технологии. – Т.: ФАН, 2000.

Style of manager - analysis and evaluation

Relations of management - evaluation, synthesis

**The taxonomy of Bloom in relation to this topic**

<b>Key Concepts of the Theme</b>	<b>Learning Objectives Categories</b>
The management	Knowledge and understanding
The process of management	Knowledge and understanding
The levels of management	Understanding and applying
Organizational structure	Application and analysis
The types of structures	Application and analysis
The functions of management	Application and analysis
The styles of management	Evaluation
Managerial relations	Evaluation and synthesis

#### **1.4. Analysis of the conditions and requirements for the learning of process on this theme**

Developed materials of the training technology on the topic: The process of management, organizational structures and styles for the discipline "Fundamentals of Management" were used by me during the pedagogical practice in the College of Economics and Bank in the academic group 4 - Insurance from February to March in 2017. At the end of the mixed session, the management of college signed the certificate of implementation (attached to the final qualification work). There are 24 students in the group, 6 of them are boys and 18 are girls. The median age is 19 ages. The students graduated from high school. Most of the students of the group speak English, have computer skills, 9 students study perfectly.

In their free time, students participate in various competitions, study in preparatory courses, go in for sports, work in companies, help with home affairs to parents.

Students of this group are very impetuous to innovations, fulfill tasks on time, want to enter universities, want to be economists, accountants, entrepreneurs and various artisans.

In preparing and conducting the lesson, I used the model and work programs, and also got acquainted with the system and criteria for assessing the knowledge of college students in various disciplines.

Vocational training in colleges involves information-subject learning, which includes teaching aids and training equipment that represents the components of technology training.

Means of vocational training are: educational literature (books, visual aids, tables, posters); Information materials for individual teaching aids (movies, video films, filmstrips, etc.); Program - methodical support of the educational process (computer technologies, tasks for graphic works, etc.); Special equipment (simulators, trimmers); Didactic materials (training programs, scripts, questionnaires, etc.).

Lecture is the main form of transferring a large amount of systematized information as an indicative basis for independent work of students (it takes 80 minutes).

A practical lesson is a form of organization of detailing, analyzing, expanding, deepening, consolidating, applying and monitoring the assimilation of the received educational information (at a lecture and in the course of independent work) under the guidance of a teacher.<sup>11</sup>

The training of group is the central form of the organization of trainees (the composition of permanent of which is maintained, as a rule, for the whole academic year).

The academic year is divided into two semesters, a test-examination period and a vacation.

Each semester ends with the passing of examinations in all academic disciplines.

The legal conditions include the model and work program of the subject, the curriculum, the calendar plan, evaluation criteria and the journal of the teacher.

The curriculum is a document approved by the Ministry of Higher and Secondary Special Education of Uzbekistan, where the composition of the academic subjects studied in the college is determined, their distribution by semesters, indicating the number of hours allocated to the study of each subject..

The calendar of the subject is a document where the topics are planned for the subject and the teacher approves the topics covered.

Classes in this subject should be conducted in the classroom that is most suitable for conducting lecture classes. The audience should be properly illuminated, the air temperature in it should not be below 20 degrees and above 25 degrees Celsius. The location of student's desks should be convenient both for students and for the teacher. And the tables should be arranged in such a way that there is an opportunity to arrange the students for work in groups. The most, in my opinion, convenient plan for the arrangement of student's tables is a semicircle. Around the table can sit 2 -4

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<sup>11</sup> Авлиякулов Н.Х. «Практические основы модульной системы обучения и педагогической технологии». Учебное пособие. Бухара, 2001. 98 с.

students. The teacher is in the center, which is very convenient both for him and for concentrating students' attention.

Before the beginning of the lesson, the teacher should analyze the preparedness of the students for their subject. On the basis of the analysis done, plan the conduct of the lesson in such a way that both strong students and weak students are interested in gaining knowledge. If it is supposed to work in groups, then it is necessary to seat the students so that students of different degrees of preparedness get into one group. The most optimal number of students in one group is up to 30 people. More students are more difficult to keep in the learning process.

The teacher should have the following list of documents on his hands:

- working program of the course;
- a register of attendance;
- course of lecture;
- handouts, if provided by the program;
- didactic material.

Didactic materials include posters, slides, tests, expert tasks, and so on.

The audience should be equipped with a whiteboard, a computer, a slide projector, a screen.

The teacher should prepare the necessary equipment before the beginning of the classes, coming to the audience 3-5 minutes before the call at the beginning of the lesson.

### **1.5. The use of educational and didactic materials in the study of the theme**

Means of education. In the means of distance of learning, the content of education is concentrated. Each teaching tool has its didactic capabilities. The teacher should know these opportunities and form a set of teaching aids (case) for solving specific didactic tasks. The means of instruction are: books (in paper and electronic form); network training materials; learning of computer`s systems are in the usual and multimedia versions; audio educational materials; video training and informational materials; laboratory remote workshops and virtual stands; simulators; database and knowledge are with remote access; didactic materials on the basis of expert training of systems and geo systems of the information. Means of training are realized through technical means of training: tape recorders, video tape recorders, film projectors, projectors, overhead projectors; video projectors; computers.

Educational-material subsystem. The experience of all developed countries of the world shows that the normal functioning of education, the increase of its economic and social role is inextricably linked with the expansion and complication of the educational and material subsystem of the educational institution. The traditional educational and material base includes a set of material and technical facilities necessary for training in accordance with the curricula. These are educational and training auxiliaries, equipment of laboratory, technical training aids, textbooks, teaching aids and other teaching and methodological materials.<sup>12</sup>

Identification and control subsystem. The peculiarity of control in the training system is the need for additional realization of the functions of identifying the trainee's personality in order to exclude the possibility of falsification of training. In this regard, the role and importance of objective and multi-criteria forms of quality control of knowledge, video conferences, etc.,

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<sup>12</sup> Семушина Л.Г., Ярошенко Н.Г. Содержание и технологии обучения в средних специальных учебных заведениях. – М., 2001.



Training helps to better equip the learning process. To them it is possible to carry:

- ✓ textbooks, teaching aids, visual aids, reference books, dictionaries, didactic means are all elements of the learning environment that the teacher consciously uses for a purposeful educational process, for more fruitful interaction with trainees.

- ✓ Maps, drawings, etc .;

- ✓ equipment of laboratory is in various offices: physics, chemistry, foreign languages, etc ;

- ✓ technical means of teaching: televisions, cinematographs, tape recorders, microscopes, etc ;

- ✓ the general microclimate, the mood of subjects of the educational process.

Classification of didactic means:

There are many different classifications of didactic means. The most frequently used classifications, the bases of which are related to the nature of the impact of these funds, namely, visual, audio and audiovisual. In accordance with this criterion, didactic means are also subdivided into visual (original objects or their various equivalents, diagrams, maps, etc.), audial (radio, tape recorder, etc.) and audiovisual (sound film, television).

- ✓ Visual (visual), which includes natural objects, machines, devices, drugs, mobile and fixed models, color and black and white, schemes, symbols (words, letters and numbers), etc .;

- ✓ auditory (auditory), including records, tapes, together with devices that facilitate the use of them, radio equipment, musical instruments, etc .;

- ✓ audio visual (visual-auditory) - television sets, film projectors;

- ✓ Partially automating the learning process - programmed textbooks, didactic machines, a laboratory for language learning, so-called automated classes, etc.


Facilities


Handout for the lecture


- Management is the result of specific activities of management. Making of decision is the basis of management. The development and making of decision is a creative process in the activity of managers of any level, including:
  - - development and goal of setting;
  - - study of the problem on the basis of the information received;
  - - selection and justification of the effectiveness (effectiveness) criteria and possible consequences of the decision;
  - - discussion with specialists of various solutions to the problem (tasks);
  - - choosing and formulating an optimal solution;
  - - making of decision;
  - - specification of the decision for its executors.

- The process of management is a set of continuous, consistently performed, interrelated, to, build, and build. These actions are very important for the success of the organization. The process of management is the sum of all functions.

- *Functions of management are relatively independent, homogeneous, specialized and detached types of activities of management, objectively necessary for the implementation of the management of the system of management.*
- *In order to be such, the management`s function must have a clearly expressed content, a developed mechanism for its implementation and a specific structure. Content means that must be performed within a specific function*

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- Secondly, the above definition of successful management (as the achievement of the objectives of the enterprise) must be supplemented by basic approaches to solving the main problems of the management of enterprise, functioning in the conditions of changing, the external environment, characteristic of a market economy.
  - The main components of a company's success are in a market economy : survival, productivity and efficiency, performance and practical implementation of decisions.

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- The process of management is a mechanism in this case (a specific tool) by means of which the manager (manager) can take into account the factors of the external environment in order to achieve the desired result by the enterprise.
  - One of the important consequences of the close interaction of internal variables and environmental factors are that the head can never unequivocally assess the a priori "correctness" of the method used and the way in which the managerial decision is formed, as well as the correctness of the decision itself. Most managerial decisions have both positive and negative consequences.

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- Effective management is a complex process of balancing and compromise, involving intentional concessions (sacrifices), when this is necessary for the general good of the enterprise. To understand the essence of the possible consequences, the leader needs to see the entire situation as a whole, including of the enterprise, environmental factors and the expected consequences of the management decision taken.

The technological process of management is based on the division of labor between employees of the administrative apparatus, which can be:

- functional (on the functions of management or types of management work);
- Professional (in the specialties within each management function);
- Qualification (in terms of complexity of work);
- technological (by types of performed functions, procedures and operations).

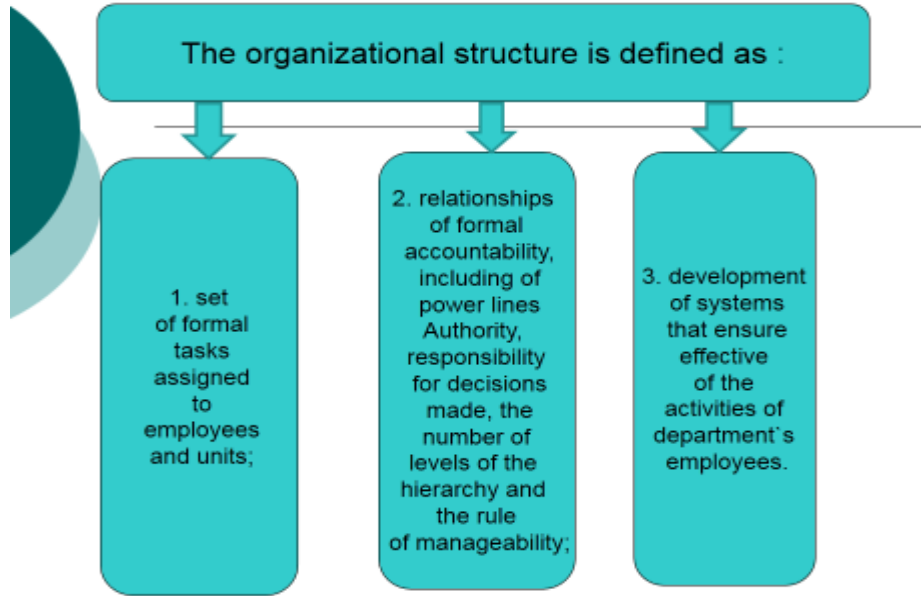
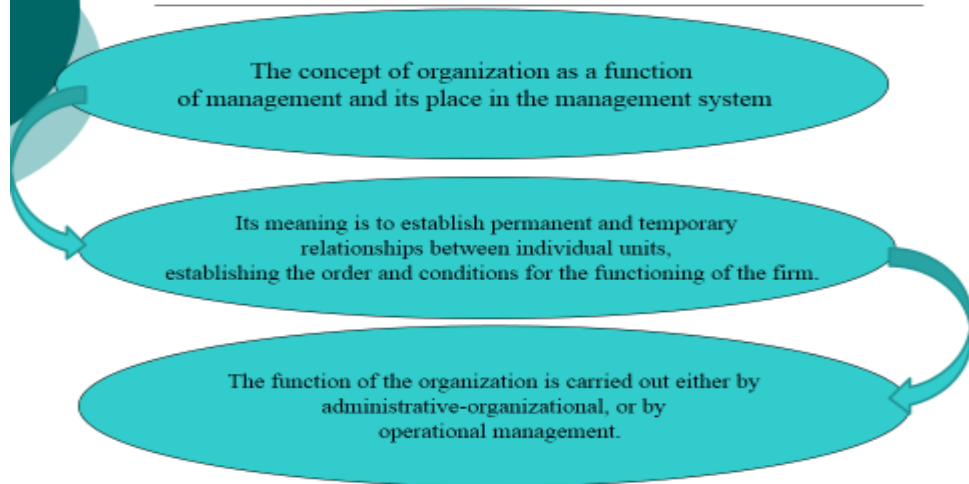
The design of the technology includes the following

- clear consolidation of management`s functions over separate levels, links in the organizational structure of management and employees of the management`s apparatus;
- consolidation of functional responsibilities for the implementation of the functions of management through special organizational and legal documents and regulations (provisions on departments, services, job descriptions, etc.);
- determination of the required number of employees of the management apparatus are in the context of specialties, qualifications (by occupation and position);
- designing of algorithms is for performing separate management`s operations, procedures, technological cycles (operational and technological division of labor);
- development of technological maps for making of decision of management ;
- designing is an automated process for collecting, recording, transmitting, processing, issuing and displaying information, etc.

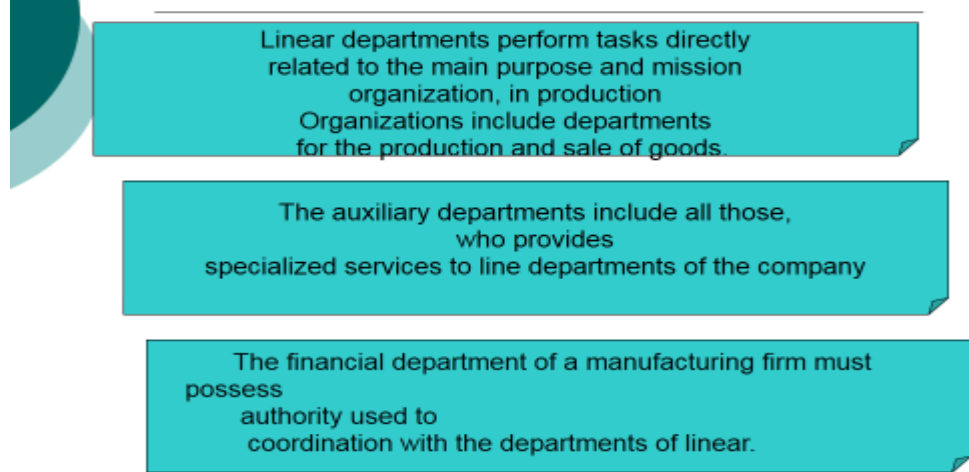
To the greatest extent in the organizational design, the following are analyzed for ordering:

- the nature and structure of organizational links and relations between the subject of management, between individual links and levels of the system of management;
- degree of centralization of the functions of management;
- distribution of management spheres in the directorate (between the director, his deputies, chief specialists, heads of functional units, etc.);
- number of steps and links are in the control system;
- structure of management`s personnel;
- distribution of functions are by enterprise services;
- the degree of centralization and cooperation of labor are in the administrative apparatus;
- level of organization of work of managers, specialists and technical executors;

## The concept of organization as a function of management and its place in the management system.



## Linear and auxiliary power.



## Functional structure

Advantages	disadvantages
<ul style="list-style-type: none"><li>• Efficient use of resources</li></ul>	<ul style="list-style-type: none"><li>• Weak relationships between functional divisions</li></ul>
<ul style="list-style-type: none"><li>• Deep specialization and development</li></ul>	<ul style="list-style-type: none"><li>• Delayed reaction to external changes</li><li>Problems in innovation activity</li></ul>
<ul style="list-style-type: none"><li>• Career growth within functional departments</li></ul>	<ul style="list-style-type: none"><li>• Decisions are made at the upper levels of the hierarchy, which causes the process to slow down</li></ul>
<ul style="list-style-type: none"><li>• Leadership and oversight are by senior management</li></ul>	<ul style="list-style-type: none"><li>Problems with the distribution of responsibility for troubleshooting</li></ul>
<ul style="list-style-type: none"><li>• High degree of interactions of coordination within a function</li></ul>	<ul style="list-style-type: none"><li>• Limited perception of organizational tasks are by employees</li></ul>
<ul style="list-style-type: none"><li>• High level of technical problem solution</li></ul>	<ul style="list-style-type: none"><li>• Problems are with training of managing general employee</li></ul>

■ **The style of management** is a set of receptions, the behavior of the leader in relation to subordinates, allowing them to do what is necessary at the moment in order to achieve a certain result. For the overwhelming majority of subordinates, when receiving orders from the chief, it is of great importance how in what tone the order is given, how the commander behaved in this case, whether his opinion, his opinion, his professional potential, and possibilities were taken into account. This is just the style of leadership.

■ **Thus, you can make a decision in three ways:**

- The decision is made by the head personally (authoritarian style);
- The decision is made collectively, when the head consults with subordinates, jointly come to a common opinion (democratic style);
- The leader instructs the same decision to be taken by the subordinates themselves (delegating style (liberal)).



## Authoritarian management style -



■ A set of techniques of management, using which the leader is guided by his own knowledge, interests, goals. An authoritarian leader does not consult with colleagues or subordinates, takes tough stances and uses administrative methods to influence people by imposing their will on them by coercion or reward. This style is most in demand in the period of formation, that is, at the initial stage of the formation of the organization, its work collective, when the employees do not have the skills to see the goals and ways to achieve them. The negative qualities of an authoritarian style include the fact that it helps to reduce the creative initiative of subordinates, worsens the socio-psychological climate, leads to staff turnover

## Liberal style of management -



■ A set of management's techniques, the behavior of the leader, based on the transfer of tasks to the subordinates, who assume and part of the responsibility for their implementation. The leader, who prefers the delegating style, gives almost complete freedom to the subordinates. The style of delegation is designed for managers who are well-versed in the situation and are able to recognize the maturity levels of employees, transferring to them only those duties with which they can cope. The issue of delegation can only go if they are highly effective collectives and if those to whom the right of independent solution of the problem are transferred are high-class specialists.

## Democratic management style -



■ A set of management's techniques, the behavior of the leader, based on a combination of the principle of one-man management with active involvement in decision-making, management, organization and control of subordinates. A democratic leader prefers to influence people through beliefs, a reasonable belief in the diligence and skill of subordinates. Democratic style is the most suitable for the formation of team relationships, as it shapes the benevolence and openness of the relationship between the leader and the subordinate, and between the subordinates themselves. This style maximally combines the methods of persuasion and coercion, helps each worker clearly articulate his personal goals, establish effective communication between the leader and the subordinate. The negative consequences of using a democratic style include additional time spent discussing the problem, which under extreme conditions can dramatically reduce the effectiveness of management.

## Characteristics of management styles

- In 1964, a book by Professor Douglas MacGregor of the Massachusetts Institute of Technology "The Human Side of the Enterprise" was published. D. MacGregor considers the management of art to build human relationships
- He describes the system of leadership from two opposite positions, each of which can take the leader in relation to his subordinates. One of the extreme positions is called "Theory X", and the other is "Theory U".

## Effectiveness of management style

- The effectiveness of the styles of management can not be assessed outside specific situations. In this case, it is necessary to take into account: ?? - personal qualities (representations of values, self-awareness, basic position, attitude to risk, the role of personal motives, credibility, production and creative potential, level of education); - Dependence on the tasks ahead (whether they contain creative or innovative elements, the degree of formulation, the experience of solving them, whether they are solved on schedule or as sudden emergencies, whether they should be fulfilled individually or in a group, the pressure of terms); - Organizational conditions (degree of rigidity of organizational structure, centralized and decentralized solution of tasks, number of instances of decision making, clarity of information and communication paths, degree of control); - environmental conditions (degree of stability, conditions of material security, social security, dominant social values and structures)



## **1.6. Technological model and technological map of the lecture and practical lesson on the theme**

Educational Technology of Occupation.

The implementation of the technological process is carried out on the basis of the developed technological documentation, the main component of which is technological maps. Technological documentation makes it possible to implement a reproducible production cycle, that is, to implement it exactly as much as necessary products. Similarly, for the implementation of a reproducible learning cycle within the framework of pedagogical technology, the development of a pedagogical-technological map becomes evident at its final stage. On its basis, it is possible to organize the training process many times, that is, to implement a reproducible training cycle. Pedagogical-technological maps allow replicating pedagogical technology and achieve planned learning outcomes regardless of the location of the educational institution, the contingent of teachers and students. The form and content of the pedagogical-technological map is given in Table.<sup>13</sup>

The pedagogical-technological map is made for each topic (module). Their totality is an album of pedagogical-technological maps.

The pedagogical-technological map is one of the components of the documentation of the reproducible learning cycle of pedagogical technology.

The pedagogical-technological map is one of the components of the documentation of the reproducible learning cycle of pedagogical technology

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<sup>13</sup> Курбанов Ш.Э., Сейтхалилов Э.А. Национальная модель и программа по подготовке кадров – достижение и результат независимости Узбекистана. – Т.: Ma'rifat-Madadkor, 2001.

**Theme: Teaching technologies for lecture and seminar sessions on the educational subject "Basis of Management"**

**1.6.1. The process and functions of management.**

**Technology of teaching at the lecture.**

<b>Time -2 hours</b>	<b>Number of students: 25-30 people</b>
Form of training session	Lecture-visual information
Lecture plan	<ol style="list-style-type: none"> <li>1. Process of management</li> <li>2. The content and information side of process of management</li> <li>3. Functions of management, their interrelation and dynamism.</li> </ol>
The objectives of the training session: Study of process of management, functions of management and interrelationships	
Tasks of the teacher: - explain the process of management, - describe the content and information side of the management process. 1. explain the essence and content of management functions,	Learning outcomes The student must: Clarify the purpose of the management process, Talk about the content and information side of the management process. To tell about the functions of management and their role in effective management Understand the relationship between functions of management and the process of management
Methods and techniques of teaching	Visual lecture, presentation, the method of "learning together."
The means of the education	Computer, projector, lecture texts, blackboard, chalk, scotch, posters
The forms of the training	Collective
The conditions of the education	Audience is with technical equipment
The monitoring and the evaluation	Oral control: blitz-survey, control questions

## Technological map of the lecture "Process and functions of Management"

The stages	Activities	
	Teacher	Students
<b>Stage 1.</b> <b>Introduction to the training session (5 min.)</b>	1.1.It greeted, holds a roll call. 1.2. Announces the topic of the lecture, the purpose and learning outcomes 1.4. Comment on the plan and key concepts on the topic of the lecture.	1.1.Listen and keep records of the necessary information.
	2.1. Suggests to think and answer the questions: -What is the essence of the management process? -what indicator is the efficiency of the management process assessed? 2.2. The teacher continues to explain the lecture using visual materials Comment on slides, clarifies, makes adjustments. 2.3. Conducts a presentation on the analysis of management functions in the enterprise 2.4. Explain the subject of the plan with posters and slides. Suggests to pay attention to keywords and. Write them down. At the end of the session, distributes the tests, announces the start and end time for the task 2.5. Manages the activities of students.	2.2. They watch, discuss the contents of charts and tables. Ask questions. Write down the key points .. 2.3. He remembers, tries to answer every question. Give examples 2.4. Performs the task, work individually and in groups
<b>Stage2.</b> <b>Basic part (70 min.)</b>	2.1. Activates students by brainstorming. (Reminds that the answers should consist of 1-2 words). It is suggested that you write down the answers on the board by another student. The statement stops and answers are analyzed (15 minutes). 2.2. It divides students into 4 groups. He says that the training session is conducted on the basis of the principle of learning together, that is, "learning by itself, teaches the other". 2. It distributes expert sheets to groups, and also distributes geometric figures to each student. Organizes work in groups (gives 15 minutes for discussion and study of the test) 2.4. Says to sit on the table, students received krugleshok, at the 2-table, the students received the triangle, on the 3-table, the students received	2.1. They listen to questions, think they answer, they listen to the right answer 2.2. Organize the activities of groups. 2.3. Read the texts find answers to questions. 2.4. They discuss information, change opinions, systematize. Record in the form of a scheme for the

	<p>the four-corner. It explains that students should clarify their questions to other students. The process of studying among themselves begins (15 minutes). Observes the activity of students, gives advice.</p> <p>2.5. He says that the students sit down at their seats at the table.</p> <p>Announces the beginning of the presentation. Each group has 3 students who show their results. For presentation, each group is provided with 8 minutes each. Manages the activities of students, gives advice, helps, complements answers, gives notes introduces adjustments.</p> <p>2.7. At the end of the presentation, each one makes generalized conclusions on each issue, concentrating the attention of students on the main issue of the topic.</p> <p>2.8. Reminds about the assessment of groups among themselves.</p>	<p>format of the sheet.</p> <p>2.5. Students sit down at the table, explain each other the answers.</p> <p>2.6. Develop a layout organizer, and conduct a presentation on assignments.</p> <p>2.7. Answer each other questions.</p>
<p><b>Stage 3.</b> <b>The final stage (5 min)</b></p>	<p>3.1. Makes a conclusion on the topic as a whole. Responds to questions from students, evaluates students</p> <p>3.2. Gives the task for independent work: write an essay on the topic of Ways of improving the management process in enterprises.</p>	<p>3.1 Ask questions, listen to answers</p> <p>3.2. Listen and write down assignments</p>

*Appendix 1.*

Criterion for evaluating the lecture lesson "Management Process and Functions

5 points - "excellent"

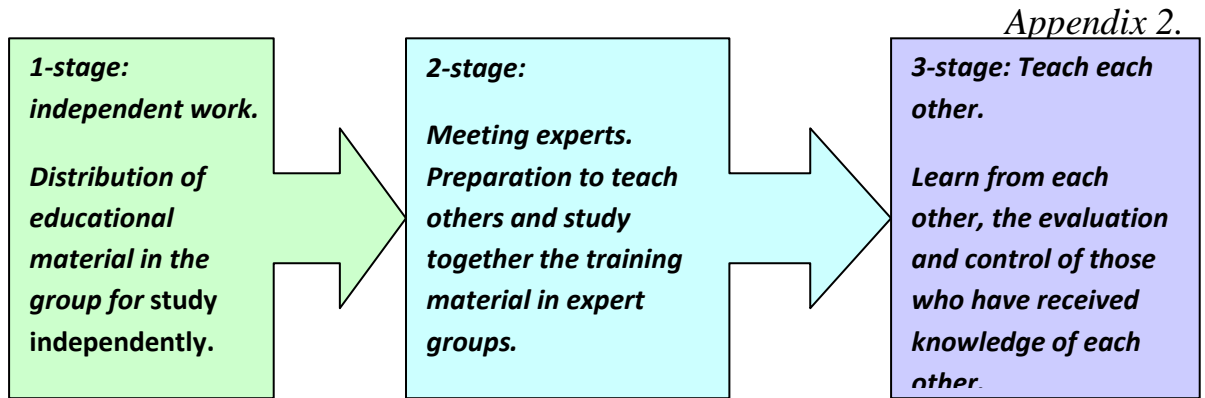
4 points - "good"

3 points - "satisfactory"

2 points "not satisfactory"

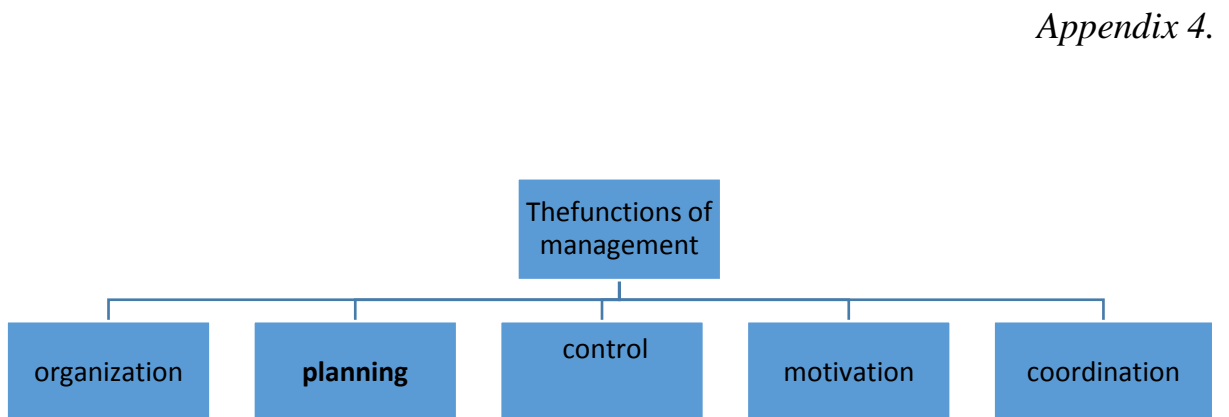
**Criteria for evaluating the results of an expert the group**

<b>Criteria</b>	<b>Max. point</b>	<b>Evaluation of performance of the group</b>			
Completeness of information	2,0				
Providing correct information in the graphic image	1,5				
Activity of group members (supplementary, asking questions, answering questions)	1,5				
Total maximum points	5				



- Appendix 3.*
1. The expert is sheet number 1
  2. The function of the management
  3. 1. What management functions provide the management process?
  4. 2. What is the content and information side of the management process used for?

- Expert sheet number 2**  
**Managerial relations?**
1. What do you mean by the management process?
  2. The levels of the management



Issues and tasks for evaluation and self-control:

1. What is the content and information side of management intended for?
2. What covers the process of the management
3. How to determine the effectiveness of the management process.

***Technology of teaching practical classes.***

<b>Time is 2 hours</b>	<b>The number of students: 20-25 people</b>
The form of training session	Practical exercise to deepen and expand knowledge
The plan of the training session	1. How is process of management carried out? 2. The management functions and their interrelationship.
The objectives of the training session: To study the management process and use management functions at enterprises.	
-tasks of the teacher: -asks to explain the process of management, -asks to describe the content and information side of the management process. -asks to explain the essence and content of management functions	-learning outcomes -the student must: -clarify the purpose of the process of management, -talk about the content and information side of the management process. -to tell about the functions of management and their role in effective management -understand the relationship between management functions and the management process
Methods and techniques of teaching	Brainstorming, techniques :, (using the method of "learning together," "Learning together", "W / X / Y"), presentation, testing, problem solving
The means of the education	Teaching aids, text of lectures, methodical instructions for solving problems, sheets for presentations, markers, scotch.
The forms of the training	Individual work, frontal work, work in groups.
The conditions of the education	Audience, adapted to work in groups, which has the conditions for the use of TCO information technology.
The monitoring and the evaluation	Oral control: blitz-survey, control questions

**Technological map of the practical lesson on the theme "Process and functions of management. ( 2-hours)**

Stages	Activities	
	Teacher	Students
<b>Stage 1. Introduction to the lesson (10 minutes)</b>	<p>1.1. Tells the topic, purpose and questions for discussion in a practical lesson. Explains that a practical lesson is conducted using the "work together" method</p> <p>1.2. The method of "Brainstorming determines the degree of preparation of students of the class to the lesson:</p> <ul style="list-style-type: none"> <li>- What is the content and information side of the management process for?</li> <li>- What covers the management process.</li> </ul>	Listen, write down, answer questions.
<b>The stage 2. Main part (60 min)</b>	<p>2.1. Distributes the training task and proposes to perform it in accordance with the tasks set, explains the order of work in the groups.</p> <p>2.2. Informs that further work will be continued in the mini-groups.</p> <p>2.3. Reminds the rules of work in groups Reports indicators and criteria for evaluating work in a practical lesson.</p> <p>2.4. Breaks up students into 3-5 mini-groups on an arbitrary basis, distributes topics and gives an assignment: within 15 minutes</p> <p>2.5. About the beginning of work in groups. Supervises, directs the course of educational activity.</p> <p>2.6. Organizes the process of presentation, collective discussion and mutual evaluation of the work of groups. He comments on the results achieved, especially notes the conclusions and generalizations obtained in the course of the assignment.</p> <p>2.7. Conducts individual testing to control the assimilation of knowledge on the topic.</p>	<p>2.1. Reference, carry out the task,</p> <p>2.2. divided into groups</p> <p>2.3. Listen to the rules of evaluation criteria, ask questions, clarify.</p> <p>2.4. Call options for solutions, justify the correctness of answers</p> <p>2.5. Perform the task:</p> <ul style="list-style-type: none"> <li>- Collectively, in the process of brainstorming, the concepts associated with a given topic are singled out and recorded;</li> </ul> <p>2.6. Solve tests, solve problems</p>
<b>The stage 3. The conclusion (15 min.)</b>	<p>3.1. Summarizes the work of the groups. He notes the achieved results of educational activity, encourages active participants.</p> <p>3.2. Gives the task for independent work: Describe the interdependence of management functions</p>	Listen, write down the task.

## Training assignments:

Appendix 5.

### Rules of work in groups

- Everyone should work actively, together, responsibly to the assigned task;
- Everyone should ask for help when they need and help if asked about it;
- Everyone should accept, participate in the evaluation of the group's performance;

Appendix 6.

## Assignments is for groups

- 1-group. Purpose of the functions of management
- 2-group .. Describe the content and information side of the process of management.
- 3-group. Explain the dynamism of the process of management.

## Rules of the Brainstorming`s method

### Rules of brainstorming:

- **No mutual evaluation and criticism!**
- **Refrain from evaluating the proposed ideas, even if they are fantastic and incredible - everything is allowed.**
- **Do not criticize - all the ideas expressed are tantamount to valuable ones.**
- **Do not interrupt the speaker!**
- **Refrain from commenting!**

Appendix 7.

## Handouts for the definition of knowledge by the method of W / X / Y.

Completely	I know "+"	I know "-"
Management.		
The process of the management		
The functions of the management		
The efficiency of the management		
Control		
Organization		
Motivation		



### Questions for discussion "Round table"

1. What does the management process cover?
2. How is the analysis of the use of management functions at enterprises carried out?
3. Prepare the pyramid, presentation.

### Reminder of the participant in the discussion

1. Discussion is a method of solving problems, not clarifying the relationship.
2. Do not talk too long to allow others to speak out.
3. Weigh words, pronounce them deliberately, control emotions, so that your reasonable thoughts reach the goal
4. Strive to understand the opponent's position, treat her with respect
5. Objectively correct, without distorting and not distorting the meaning of what the opponent said.

### Tests

1. How can one explain the essence of the principle "subordination of personal interest to the general"?
  - a. The organization should always take into account only the personal interest of the leaders of the organization;
  - b. The interest of one worker must prevail over the interests of the organization as a whole;
  - c. The interest of individual managers must prevail over the interests of individual groups of workers;
  - d. In the organization, the interests of one employee or group should not prevail over the interests of the organization as a whole;
2. What does discipline mean as a management principle?
  - a. Performance by all employees of assigned tasks;
  - b. + Clear adherence by the administration of the enterprise and its personnel to the collective agreement and contract concluded;
  - c. Performance by the managers of assigned tasks;
  - d. Implementation of the tasks assigned by the staff of the administrative apparatus;

3. What should modern management principles reflect?
  - a. Basic regularities of management;
  - b. The main links that are added to the system;
  - c. The main relationship that is added to the system;
  - d. + Main properties, relationships and management relations that are added to the system;
4. What is the basis for the management of any system?
  - a. + Principles that reflect the market conditions of management;
  - b. Methods of management;
  - c. Management functions;
  - d. Financial resources;
5. The approach that requires the adoption of an optimal solution, which depends on the correlation of interacting factors, is:
  - a. + Situational approach;
  - b. Systems approach;
  - c. Process approach;
  - d. Behavioral approach;

### **Situation 1**

You are the president of the HR firm. Your company is the average turnover in the industry. Recently, there have been growing problems with the sales of the products manufactured at the company, in particular, the delay in responding to changes in the market situation has intensified, necessitating the updating of the sales service management and the reorganization of the company's management apparatus. You need to hire a professional manager to manage the sales team and a consultant to carry out the reorganization of the management apparatus. For these vacancies, you have the following 4 candidates: - Mr. Jones holds a Diploma in Program Manager for MBA, previously worked as Deputy Head of Marketing in a large firm, 40 years old;

- Mr. Hawke holds a degree in program management for MMS and worked as vice president of sales in a medium-sized company, 52 years;

- Dr. Redley has a diploma in the "PhD" program and teaches management at the university, 37 years old; Candidate of Science in Management

- Mr. Smith has a diploma in the MIM program and previously worked as the head of the foreign trade department of the international corporation, 44 years old.

Which of them is more suitable for you, for which position and why?

**1.6.2. THEME: "The essence and general characteristics of organizational structures"**

**Model of teaching technology in the lecture**

The number of the students: 25 -30p.		The time of study is 2 hours	
The form of training session		The information lecture is visualization	
plan of the lecture	1.1. The essence of the organizational structure 1.2. Types and classification of organizational structures. 1.3. Design and improvement of organizational structures.		
The purpose of the training session is to form a holistic view of management structures, organizational structures and their improvement in general.			
Pedagogical tasks: - to familiarize with the concept of the management structure, -to provide an overview of organizational management structures; - provide information on the classification of management structures. - explain the importance of management relations in the development of enterprises; - to give the interrelation of the management process, organizational management structures;		Learning outcomes The student must: - to define concepts management structure; - to formulate basic knowledge about organizational management structures; - to classify organizational structures of management; - list the main features of management structures in the market;	
Methods and techniques of teaching	Information lecture-visualization, techniques: blitz-survey, focusing questions, method of discussion, technique Insert, graphical organizer, Venn diagram		
Means of teaching	the projector, visual materials, information support, QMS		
The forms of the training	Collective, frontal work		
The conditions of the education	Audience adapted to work with TSS for lecture classes		
The monitoring and the evaluation	Oral control: answers to questions.		

## Technological map of the lecture

Stages	Activities	
	Teacher	Students
<b>1.The stage Introduction (5 min.)</b>	<p>1.1. Tells the topic of lectures, goals and planned learning outcomes.</p> <p>1.2. Declares that the lecture is held in the form of a discussion and communicates the specifics of the conduct. Reminds the "Memo of participants is in the discussion" (Appendix 1).</p>	Listen, record.
<b>The stage 2. Knowledge up date (10 min.)</b>	<p>2.1. Reminds of the task of self-reading the text of the lecture on this topic. Conducts a conversation on the issues of the past topic.</p> <p>2.2. To update the knowledge, a blitz survey is conducted on a new topic:</p> <ol style="list-style-type: none"> <li>1. What do you mean by the management process?</li> <li>2. What are organizational management structures?</li> <li>2. What structures do you think are effective in improving the organization?</li> <li>4. What do you mean by management relations?</li> <li>5. For what and where should they be applied?</li> </ol>	Respond to the questions. discuss
<b>The stage 3. The information (55 min.)</b>	<p>3.1. Using visual materials, he gives a lecture on the first question. To generate knowledge on the second and third questions, he distributes the training material "Engineering Insert" (Appendix 2), draws an Insert table on the board and asks the problematic question: "What are the main characteristics of organizational management structures?"</p> <p>3.2. For the purpose of classifying the factors affecting organizational management structures, students are asked to draw a Venn diagram (Appendix 3).</p> <p>3.3. Do presentations of the Venn diagram active students</p> <p>3.4. Summarizes the discussion on the content of the training topic:</p> <ul style="list-style-type: none"> <li>- briefly and without an assessment identifies and structures key issues. At the same time, highlighting those of them that coincide with the opinion of the majority of participants. Calls unresolved issues;</li> <li>- Formulates conclusions that contain answers to questions raised during the discussion.</li> <li>- Analyzes and together with students discusses the proposed ideas, solutions, reveals their difficulties..</li> </ul>	Remember note. Fill in the columns of the individual Insert table. Perform the task, answer questions, read out the contents of the columns of the Insert table, filled individually, actively participate in the discussion. Damaged Venn diagram write down examples .. The finished task-diagram Venn is presented. Listen and answer the questions
<b>The stage 4. Conclusion (10 min.)</b>	<p>4.1. Gives an overall assessment of the effectiveness of the lecture.</p> <p>4.3. Gives a task for independent work: write a report on the topics (Appendix 4).The ways are to improve organizational management structures.</p>	Decide the tests, Answer, Record the task.

## Training of material is "Engineering Insert"

An insert is an interactive system of markers in the text for effective reading and thinking, for the development of the learning skills of working with the book, which enables students to actively track their own learning while working with the text.

### Procedure of the Insert.

1. Updating of previous knowledge and raising questions for mark-ups in the text using brainstorming.
2. Individual reading and marking of various types of information that occurs in the text.
3. Correlation and discussion of the results of the "brain storm" with the results of reading.
4. Systematization of the information obtained on the basis of the table.

Annotation system in the text

(\*) - confirms what I know,

(+) - new information,

(-) - contradicts what I know,

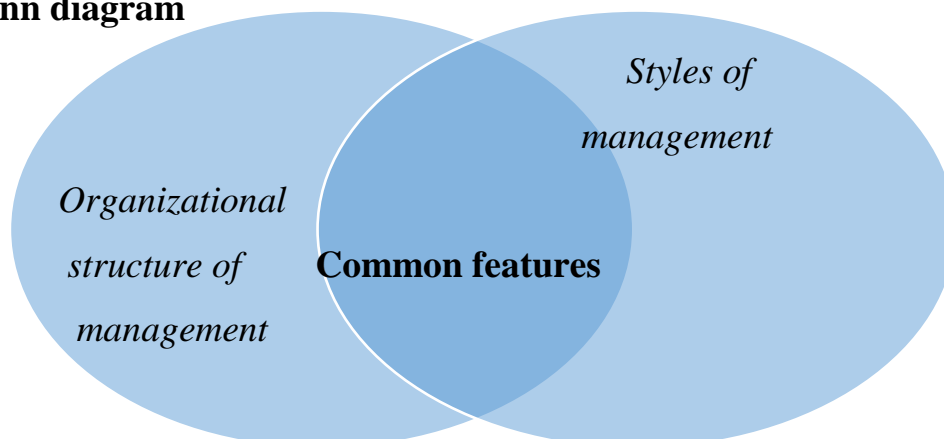
(?) - puzzled me. I need more information about this.

Table Insert

Question: "What are the main characteristics of organizational management structures?"

Variants of answers	*	+	-	?

### Venn diagram



### Task for independent work

1. Use and formation of organizational structures on firms of the Western Europe, the USA, Japan.
2. Ways to improve the organizational structure of the enterprise.

### The model of teaching technology for the seminar

<b>The number of the students: 25-30 people.</b>		<b>The training time is 2 hours</b>
The form of training session	The problem of the seminar	
Questions for discussion at the seminar	<ol style="list-style-type: none"> <li>1. The role and importance of the structure of management and management relations</li> <li>2. The essence and classification of organizational structures</li> <li>3. The most common structure in the organization's management system.</li> <li>4. Ways to improve organizational structures.</li> </ol>	
The purpose of the training session: the formation of skills to solve problem problems, to deepen knowledge on the topic.		
Tasks of the teacher: - consolidate and deepen knowledge of the topic; - organize the process of systematization of educational knowledge, comparison, generalization, analysis of economic categories; - develop communication skills, the skill of teamwork in a group.	Learning outcomes: The student must: - to define concepts of essence of process of management; - to formulate the basic knowledge about levels and organizational structures of management; - to classify organizational management structures; - list the main features of management structures in the market; - analyze the importance of management structures in the development of enterprises;	
Methods and techniques of teaching	Problem seminar, techniques: problem situation, blitz poll, Cluster, T-scheme, presentation	
The means of the education	Training materials, projector, information support, markers, scotch tape, sheets of paper.	
The forms of the training	Working is in the groups.	
The conditions of the education	Audience, which has conditions for working in groups,	
The monitoring and the evaluation	Use of TCO / information technology	

## Technological map of the workshop

Stages	Activities	
	Teacher	Students
<b>The stage 1. Introduction (10 min.)</b>	<p>1.1. Tells, the topic, the goal, the planned results of the training session and the plan for its conduct. Declares that the training will be conducted using the technology of teamwork in groups. Clarifies the order and procedure of work (Annex 1), indicators and criteria for evaluating the results as a whole.</p> <p>1.2. Conducts a blitz-poll on the key concepts of the topic. It suggests defining the concepts: management process, organizational management structures, levels of management, management relations</p> <p>Sets the question: "List the main types of organizational management structures" Listens to 1-2 responses and announces that further discussion of the topic will be conducted after the task is completed in groups, during the presentation of the results of group work.</p> <p>Explains that everyone will receive an individual assessment in accordance with the evaluation of the results of the work of the whole group, acquaints them with the rules of work in the group (Appendix 2).</p> <p>          Informs that the results of joint activities in groups should be presented on poster sheets. During the discussion, he reveals the mastery of key concepts.</p>	<p>1.1. Listen, write down.</p>
<b>The stage 2. Work in groups (60 min.)</b>	<p>2.1. Forms 5 mini-groups, a group of experts to monitor and evaluate the results.</p> <p>          Explains the procedure of the session (Appendix 3) and what additional materials can be used to complete the assignment (textbook, lecture text).</p> <p>          Distributes expert sheets with assignments (Appendix 4).</p> <p>          Announces the beginning of work in groups. Advises if necessary, directs the progress of the decision in groups.</p> <p>          2.2. Announces the launch of the presentation:</p> <ul style="list-style-type: none"> <li>- organizes speeches of expert consultants;</li> <li>- The conclusions suggest to be written down on a separate sheet, forming the field of the final alternatives.</li> </ul> <p>          2.3. Organizes the evaluation and selection of</p>	<p>2.1. Read and perform assignments, collectively make decisions, Form a general report, draw up presentation sheets.</p> <p>          2.2. Speak with the presentation of the results of the work adhering to the role, answer the control questions, write down the proposal for a strategy for a separate Summarizing sheet.</p> <p>2.3. Representatives</p>

	the final strategy. 2.4. Commented on the results of the game, especially draws attention to the conclusions, generalizations made in the process of performing tasks.	of experts evaluate and choose the optimal strategy.
<b>The stage 3 Conclusion (10 min.)</b>	4.1. Summarizes the work, puts out estimates. 4.2. Gives a task for independent work: read the text of the lecture on the next topic, make questions to the speakers. Gives the topic of abstracts appoints speakers, reviewers, opponents, recalls the order of the discussion.	4.1. Listening, watching the QMS, asking questions. 4.2. Choose themes of abstracts, discuss Order of work on Lectures.

### *Appendix 11*

#### **Performance of Indicators and Criteria**

The student receives an individual score at the level of the overall score of the group and adds to it the test results of 0.1 points for each correctly performed task. The maximum per class is 2 points.

The group	Task 1		Task 2		Clear answer (0,3)	total amount (2)
	correct answer (0,3)	rationale (0,2)	Visibility (0,6)	Visibility (0,6)		
1						
2						
3						
4						

### *Appendix 12*

Keys of themes (Indicate the sequence of consideration of key concepts and terms, noting their sequence number in the list)
process of management structures of organizational management levels of management relations of management horizontal division of labor vertical division of labor management functions



Cluster

1. In the center of a large sheet of paper is written the keyword \ theme name of 1-2 words.
2. Participants think about the "companions" of this keyword and attribute them around in smaller circles, connecting them with lines with "main". These "satellites" can have "small satellites", etc.
3. Words or sentences are written, which, in the opinion of the participants, are related to this topic.

**The procedure of assignment**

1. Students are divided into 5 groups.
2. 5 group represent the actors of independent expert consultants and with the help of the draw determine their task.
3. 1 group represents project implementers.
4. The project executors prepare their presentation within 20 minutes and open the discussion with their speech (up to 3 minutes).
5. Groups representing actors choose a leader who will represent their acting person (an independent expert consultant) to the executors of the project and within 20 minutes make a reasoned speech and their own version of the strategy under the current conditions.
6. Independent expert consultants consistently speak to performers, defending their point of view (up to 5 minutes).
7. Executors of project listen to the expert consultant, ask clarifying questions, assess each speech and make the most optimal strategic decision, based on a comparative evaluation of the presented alternative strategies, publicly justifying their choice.
8. The participant who is recognized as the best provided project is considered to be the winner, based on the evaluation criteria (Appendix 4).
9. The expert can recognize the winner of the participant who presented the greatest number of positive aspects (aspects of influence) of his decision.
10. Participants in the discussion are ranked by the degree of decrease in the positive arguments of their decisions.
11. An additional score is awarded to the group that made a significant addition during the discussion of the choice of strategy.

<p>Expert list No. 1</p> <p>Uncover the essence of the process of management ?</p> <p>Justify the answer with the help of the graphical T-Chart Organizer</p>
<p>Expert list No. 2</p> <p>1. What is the importance of the structure of management in enterprise development?</p> <p>Justify the answer with the help of the graphical T-Chart Organizer</p>
<p>Expert sheet No. 3</p> <p>1. What are the main features of the organizational structure of enterprise management?</p> <p>Justify the answer with the help of the graphical T-Chart Organizer</p>
<p>Expert list № 4</p> <p>1. What is the essence of management relations in the development of the enterprise?</p> <p>Justify the answer with the help of the graphical T-Chart Organizer</p>

### **Tests**

1. What is the subject of labor of management personnel?
  - a. Raw materials, materials
  - b. Finished products
  - c. + Information
  - d. Resources
2. What is the product of the manager's work?
  - a. Executed function
  - b. Solved problem
  - c. + The answers a, b, d are correct
  - d. Management decision
3. What is organizational management?
  - a. Management of the processes of production
  - b. Management of technological processes
  - c. + Managing people
  - d. Control function
4. What changes reacts of management to as a system of flexible management?
  - a. In the external environment

- b. In the internal environment
- c. + In the external and internal environment
- d. In the organization

5. What the functions of management reflect the process of division of managerial work?

- a. Are common
- b. + Specific
- c. Binders
- d. Socio-psychological

**Task 1.** Build an organizational chart for a given organization. Define the scheme. Identify the type of organizational structure, the main functions of the units, select the linear, functional and staff units.

**Task 2.** Identify and describe at what stage of development your institution is located, a given organization. What type of organizational structure do they belong to?

**Task 3.** Discuss why new organizational structures arise, what kind of organizational structures do the future have?

Case-situation You were appointed the leader of a working group, for which a weak cohesion is characteristic. In the team, a depressed mood, there are often disputes over trifles, everyone is trying to shift work to another employee. How will you act in this situation? Develop a plan for your actions to study the situation to diagnose the problem. Consider three variants of the problem and suggest ways to resolve them.

### 1.6.3. Subject: The essence, types and significance of the styles of management

#### Technology of teaching the lecture.

<b>Time is 2 hours</b>	<b>Number of students: up to 40 people.</b>
The form of training session	Visual lecture
The plan for the lecture lesson	1. Basic styles of management 2. Styles of team leadership. 3. Leadership of the style of management
The purpose of the lesson: Forming knowledge and a full understanding of management styles, the importance of leadership style in achieving the goals and strategy of enterprise development.	
Pedagogical tasks: - explain the concept of style; - familiarization with the criteria characterizing the manager's style of work; - to characterize the factors influencing the style of leadership of the team; - To characterize the choice of leadership style depending on the specific situation.	Learning outcomes: - Describe the essence of management style; - gives a description of the concepts of the management process, management functions, management relations, management style; - tells about the meaning of these concepts - gives a description of the main style of the work of the head; - gives examples of the application of leadership styles at the state level; Reveals the factors influencing the choice of management style of the enterprise.
Methods and techniques of teaching	Problem lecture, insert, expert opinion, fish skeleton, "Yes-No" technique
The means of the education	A collection of lectures, a projector, handouts, graphic organizers.
Teaching style	Work in a team, a group and in pairs.
Teaching of essence	With a projector and a computer are in a decorated room.
independent work: - study of the topic and chapters of the textbook and manual;	Student: - filling in the ZCU table for basic concepts
The internet related the information	<a href="http://www.Ziyo.net">www.Ziyo.net</a> <a href="http://www.NORMA.uz">www.NORMA.uz</a>

## Technological map of the training session

Stages	The content of the activities	
	Teacher	Students
<p><b>The stage 1.</b> <b>Introduction to the lesson</b> <b>(3 min)</b></p>	<p>1.1. Tells the topic, the goal, the planned results of the training session and the plan for its conduct, distributes the supporting summary.</p> <p>1.2. Reminds of the task to read the text of the lecture on the topic using the technique Insert, proposes to name the key concepts of the topic. The conducts a blitz poll.</p>	<p>1.1. Listen, write down.</p> <p>1.2. The key concepts are called.</p>
<p><b>The stage 2.</b> <b>Knowledge update</b> <b>(7 min.)</b></p>	<p>2.1. Set a task: to define liquidity and solvency. Conducts a direct brainstorm. Suggests to write down the final version in the abstract on the insert technique.</p> <p>2.2. Finds out what questions students have had during their self-study of the text of the lecture, fixes them on the blackboard.</p>	<p>2.1. Perform the task.</p> <p>2.2. Call the questions.</p>
<p><b>The stage 3.</b> <b>Information</b> <b>(65 min.)</b></p>	<p>3.1. It divides students into 2 groups on an arbitrary basis.</p> <p>3.2. Informs that each group has to become "experts" on one of the issues of the topic, distributes expert lists, explains the expected results, recalls the rules of working in groups, introduces rules and evaluation criteria. Announces the beginning of work in groups.</p> <p>1.3. Organizes a consistent overview of the topic in accordance with the issues of the plan under the scheme:</p> <p>(1) consistently poses problematic issues;</p> <p>(2) organize a presentation of the relevant group of students covering this issue;</p> <p>(3) corrects the response, organizes a collective discussion;</p> <p>(4) generalizes, formulates the final conclusion;</p> <p>1.4. Suggests to consider and formulate answers to questions written on the board at the beginning of the lecture.</p> <p>Conducts an analysis of the Insert table.</p>	<p>3.1. Write, discuss, clarify, ask questions.</p> <p>3.2. Perform the task in groups, speak with the presentation of the results of the work.</p> <p>3.3 Participate in discussing problematic issues, express opinions, formulate final conclusions. Make notes in the footer.</p> <p>3.4. Answer the questions.</p>

<p><b>The stage 4.</b> <b>Final</b> <b>(5 min.)</b></p>	<p>4.1. Summarizes the results of the mutual evaluation, summarizes the achieved educational results, encourages active participants.</p> <p>4.2. Notes the importance of the knowledge gained in the future.</p> <p>4.3. Gives the task for independent work: to make a cluster on the key concepts of the topic. Prepare to a practical lesson.</p>	<p>Listening, clarifying, writing tasks for independent work.</p>
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### **Technological map of the practical lesson.**

<p><b>Time is 2 hours</b></p>	<p><b>Number of students: up to 40 people.</b></p>
<p>The form of the training session</p>	<p>Practical lesson</p>
<p>The plan of lesson</p>	<p>1. Types of leadership styles 2. Main attributes of leadership styles 3. Ways to improve the use of management styles</p>
<p>The purpose of the lesson: Forming knowledge and a complete understanding of management styles, choosing the most acceptable style in the market</p>	
<p>Pedagogical tasks:</p> <ul style="list-style-type: none"> <li>- explain the concept of style, management method;</li> <li>- familiarization with the characteristics characterizing the style of management;</li> <li>- describe the factors that affect the style and method of leadership;</li> <li>- describe the methods and styles of management;</li> <li>-To teach the right choice of manager's style of work</li> </ul>	<p>Learning outcomes: Student:</p> <ul style="list-style-type: none"> <li>- Describes the relationship between management relations and management style;</li> <li>- gives a description of the concepts of function, method, style, structure,;</li> <li>- tells about the essence of these terms;</li> <li>- gives a description of the basic management styles;</li> <li>- gives examples of the application of various styles in the management of the state;</li> <li>- reveals the factors influencing the choice of management style;</li> <li>- Analyzes received the information</li> </ul>
<p>Methods and techniques of teaching</p>	<p>Practical work on the consolidation of knowledge, work in groups, the opinion of experts, the solution of test tasks.</p>
<p>The means of the education</p>	<p>A collection of lectures, a projector, handouts, graphic organizers.</p>
<p>The form of the training</p>	<p>Work in a team, a group and in pairs.</p>
<p>The conditions of the education</p>	<p>With a projector, a computer in a decorated room.</p>
<p>Independent work:</p> <ul style="list-style-type: none"> <li>- study of the topic and chapters of the textbook and manual;</li> </ul>	<p>Student:</p>
<p>The Internet related the information</p>	<p><a href="http://www.Ziyo.net">www.Ziyo.net</a> <a href="http://www.NORMA.uz">www.NORMA.uz</a> <a href="http://www.managment.uz">www.managment.uz</a></p>

Stages	The content of the activities	
	Teacher	Students
<b>The stage 1. Introduction to the lesson (3 minutes)</b>	<p>1.1. Tells the topic, the goal, the planned results of the training session and the plan for its conduct, distributes the supporting summary.</p> <p>1.2. Reminds of the task to read the text of the lecture on the topic using the technique Insert, proposes to name the key concepts of the topic.</p> <p>Conducts a blitz poll.</p>	<p>1.1. Listen.</p> <p>1.2. The key concepts are called.</p>
<b>The stage 2. Knowledge update (7 min)</b>	<p>2.1. Set a task: to define liquidity and solvency. Conducts a blitz - survey on key concepts. Suggests to write down the final version in the abstract on the insert technique.</p> <p>2.2. Finds out what questions students have had during their self-study of the text of the lecture, fixes them on the blackboard.</p>	<p>2.1. Perform the task.</p> <p>2.2. Call the questions.</p>
<b>The stage 3. Information (65 min.)</b>	<p>3.1. It divides students into 2 groups on an arbitrary basis.</p> <p>3.2. Informs that each group has to become "experts" on one of the issues of the topic, distributes expert lists, explains the expected results, recalls the rules of working in groups, introduces rules and evaluation criteria.</p> <p>Announces the beginning of work in groups.</p> <p>1.3. Organizes a consistent overview of the topic in accordance with the issues of the plan under the scheme:</p> <ul style="list-style-type: none"> <li>- Consistently sets problem questions;</li> <li>- Organizes a presentation of the relevant group of students covering this issue;</li> <li>- Corrects the answer, organizes a collective discussion;</li> <li>- Generalizes, formulates the final conclusion.</li> </ul>	<p>3.1 Write down, discuss, clarify, ask questions.</p> <p>3.2. Perform the task in groups, speak with the presentation of the results of the work.</p> <p>3.3 Participate in the discussion of problematic issues, express opinions, formulate final conclusions.</p> <p>3.4. Answer the questions.</p>
<b>The stage 4. Final (5 min.)</b>	<p>4.1. Summarizes the results of the mutual evaluation, summarizes the achieved educational results, encourages active participants.</p> <p>4.2. Notes the importance of the knowledge gained in the future.</p> <p>4.3. Gives the task for independent work: to make a cluster on the key concepts of the topic. Prepare for the next lesson.</p>	<p>Listening, clarifying, writing tasks for independent work.</p>

## Tests

1. What is the level of management?
    - a. Type of responsibility
    - b. Type of management
    - c. + Degree of subordination and responsibility
    - d. Type of subordination
  2. What links exist between the links in the organizational structure of management?
    - a. Vertical
    - b. Horizontal
    - c. Functional and linear
    - d. Answers a, b, c are correct
  3. How can the functional links in the organizational structure of management be linked?
    - a. Vertical connections
    - b. Horizontal links
    - c. Functional connections
    - d. + Coordination and Cooperation Links
  4. What specific functions are performed by linear links in the structure?
    - a. Operational management
    - b. + General management
    - c. Technical and economic planning and forecasting
    - d. Organization of Labor and Wages
  5. What type of organizational structures should be attributed to structures of organic type?
    - a. Line-staff
    - b. Linear-functional
    - c. Divisional
    - d. + Matrix
- Situational objective 1:



List the characteristics of an autocratic leader. What are the prerequisites for his behavior? What can be the response of subordinates?

Situational challenge 2:

Draw a portrait of a democratic leader. Under what conditions this style of leader will be most effective? Ineffective?

Situation objective 3:

Describe the actions of the leader, who fell into the collective with a minimum level of maturity. How can you plan its further actions, if it is an autocratic leader? Democratic leader? A liberal leader?

Situational challenge 4:

Give examples of successful adaptive leadership styles. What qualities should a manager have?

### **1.7. The content, meaning and benefits of interactive teaching methods on the theme**

What is interactivity? It is the ability to interact or be in a conversation, dialogue with something (for example, a computer) or someone (person). The very word "interactivity" came to us from the Latin language from the word "interaktio", which means "inter" - "mutual, between" and "aktio" - the action.

Interactive methods of teaching are methods that allow implementing effective communication in the learning process, which involves the involvement of teachers in training as an active participant, not a listener or an observer.

The main focus of interactive forms is the activation of teachers, the development of their creative thinking, a non-standard way out of the problem situation.

Perhaps the most important thing here is to understand that the process of solving a problem becomes as important or perhaps even more important than the answer itself, because the goal of an interactive technique is not simply the transfer of information, but the search for an independent finding of answers.

A key feature of the "interaction" method is that it is a Discovery Process.

The peculiarity of interactive forms and methods consists in their focus on activating cognitive, communicative, professional activity and improving their quality (thinking, speech, actions, emotional-personal relations), which is consistent with experimental data, which indicate that in the lecture presentation Material is absorbed no more than 20-30% of the information, with independent work with literature - up to 50%, with pronunciation - up to 70%, and with personal participation in the studied activity - up to 90%.

It should be noted that most of the interactive teaching methods can be used as a stand-alone activity, and be an indispensable element of others. For example, a discussion is an independent method, and part (of a business game, a "round table," an interview). It is also important that interactive teaching methods can be used at various stages. For example: 1 stage - primary mastery of knowledge on the problem (lecture, heuristic conversation, educational discussion, etc.); Stage 2 - consolidation of knowledge (collective thinking, testing, etc.); Stage 3 - the formation of

professional skills, skills based on knowledge and the development of creative abilities (game and non-game methods).<sup>14</sup>

Despite the variety of approaches to the classification of interactive teaching methods, each of them is most effective under certain conditions of the organization of the educational process, while performing certain functions. It should be noted that the use of certain methods in the systematic work with personnel is not an end in itself. Therefore, for a methodologist, any classification has practical meaning insofar as it helps him to carry out a purposeful selection of the appropriate method of instruction or a combination of them for solving specific didactic tasks.

Every creator who works creatively knows how often he is visited by wonderful ideas, sudden insights (eureka), which, being in time unclaimed, are lost, forgotten. To prevent this from happening, there is a very effective form - discussion - it is a discussion-dispute, a clash of different points of view, attitudes, approaches.

"Why do I ask you," said Socrates to Sophist Gorgias, "but I do not speak for myself?" This is done for the sake of conversation. "The main task is to identify the existing variety of points of view of participants on a question or problem and, if necessary, a comprehensive analysis of each of them. There are several synonyms for the concept of "discussion": dispute, controversy, debate, dispute. It should be remembered that psychologists call a dispute a discussion that acquires the character of an interpersonal conflict, where everyone defends his "I". Controversy implies a clash with an ideological opponent. Debate - debate, exchange of opinions at any meeting, meeting. Dispute from the Latin (disputare) - to argue, disassemble, argue. Disputation is usually called a public discussion, specially organized for a particular audience.

Advantages of the discussion:

- gives impetus to problem training (teachers not only passively receive knowledge, but "extract" them, solving cognitive tasks)

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<sup>14</sup> Голиш Л.В. Технологии обучения на лекциях и семинарах в экономическом вузе / Из серии «Технологии обучения в экономическом образовании». Учебное пособие. – Т., 2005.

- In the course of the discussion specific skills and habits are formed: the ability to formulate thoughts, to argue them (the methods of demonstrative polemics), the skills of critical thinking, the development of free communication.

## **1.8. Use of pedagogical methods**

Discussion - discussion of any disputable issue, clarifying the truth and making the right decision by all who want to express their own point of view.

### **Memo to the participant of the discussion:**

1. Diskusiya is a method of solving problems, rather than clarifying the relationship.
2. Do not talk too long, give the opportunity to speak out to others.
3. Weigh words, pronounce them deliberately, control emotions, so that your reasonable thoughts reach their goal.
4. Streimis understand the position of the opponent, treat her with respect.
5. Objectively correct, without distorting or distorting the meaning of what the opponent said.
6. Only talk about the subject of discussion, do not brag about your erudition and general erudition.
7. Struggle with the temptation of someone to please or annoy your performance

### **Technology of business games.**

The principle of student activity in the learning process was and remains one of the main ones in the didactics. The student's activity is the result of the purposeful administrative pedagogical influences and organization of the pedagogical environment. One of the teaching technologies. Motivation of game activity is provided by elements of competitiveness, satisfaction of need for self-affirmation and self-realization.

The phenomenon of the game lies in the fact that it is both development and training.

The pedagogical game is characterized by the clearly stated goal of instruction and the pedagogical results corresponding to it, which can be substantiated, explicitly identified and have educational and preparatory activities. A block diagram of the pedagogical games is shown in Fig.

Pedagogical games according to the game method are classified into subject-matter; Plot; Role-playing; Business; Imitating; Dramatization. Virtually all types of

pedagogical games are used in the system of higher and secondary specialized vocational education in their content; There are plots and roles, various situations are simulated. That is, the business games in the system of higher and secondary professional education have all the components that characterize pedagogical games.

Pedagogical games in the system of higher and secondary specialized vocational education and training In the educational process, modifications of business games are applied: simulation, operating, role-playing games; Business theater of psycho and socio drama.

Business game (CI) is a form of recreational the subject and social content of the future professional activities of a specialist, modeling such systems of associations that are characteristic of the activity as a whole.

With the help of iconic means (language, speech, graphics, tables, documents) in a business game, the professional situation is reproduced, similar in its essential characteristics to the real one. At the same time, in a business game only typical, generalized situations are reproduced in a compressed time scale.

Business game recreates the subject context - the situation of future professional activity (conditional practice) and the social context in which the student interacts with representatives of other role-playing positions. Thus, in the business game, an integral form of collective educational activity is realized on an integral object - on the model of conditions and dialectics of production and professional activity.

In the business game the trainee performs quasi-professional activities, combining the educational and professional elements. Knowledge and skills are not acquired by him abstractly, but in the context of the profession, superimposed on the canvas of professional work. In contextual learning, knowledge is not acquired for the future, for the future, but is provided by the learner's playing actions in the real process of the business game. Simultaneously, the trainee, along with professional knowledge, acquires special competence - the skills of special interaction and management of people, collegiality, the ability to lead and obey, therefore, the CI brings up personal qualities, accelerates the process of socialization. But this "serious" professional activity is realized in a gambling (partly gambling) form,

which allows the students to be intellectually and emotionally "liberated", to show creative initiative.

Modeling or imitating the conditions and dynamics of production, actions and attitudes of specialists, CI serves as a means of actualization, application and consolidation of knowledge and a means of developing practical thinking. This effect is achieved through the interaction of game participants in a given specific situation or system of production situations. The business game is realized on the simulation model as a joint activity in the formulation and solution of gaming learning tasks, the preparation and application of individual and joint solutions. Rules and norms of joint activity, the language of imitation and communication are set in advance or are developed in the process of the game. CI is conducted in a dialogue mode, it is a two-fold activity, since it is aimed at achieving two goals; Gaming and pedagogical, which, being a priority, should not prevail over the former.

In the course of the game, they master:

- Standards of professional action;
- norms of social actions, i.e. Relations in the collective of production workers.

At the same time, each of its participants is in an active position, interacts with partners, correlating their interests with partner ones and, thus, through interaction with the team, knowing themselves.

<b>I. STAGE OF TRAINING</b>	
<b>1.1. Develop a game</b>	Develop a script
	Development of briefing content
	Preparation of material security
<b>1.2. Input In game</b>	Forming groups
	Distribution of roles
	Statement of the problem, goals
	Setting conditions, rules, regulations
	Briefing

<b>II. THE STAGE OF CARRYING OUT</b>	
<b>2.1. Group work on a task</b>	Development with sources
	Training
	Brainstorm
	Work with the player
<b>2.2. Intergroup discussion</b>	Group performance
	Protecting results
	The rules of the discussion
	Working is for the experts

<b>III. Analysis phase</b>	
3.1.	Withdraw from the game
3.2.	Analysis
3.3	Evaluation and self-assessment of work
3.4.	Conclusions and generalizations
3.5.	Recommendation

*Technology of the business game*

Business game "Drawing up the structure of enterprise management"

Using these companies to develop the management structure of this enterprise, to clarify the types of organizational structures. The teacher divides listeners into two groups and distributes the assignment. Allocates time for the task. Then he calls the speakers of the group and organizes the presentation of the solution. Comments on answers, evaluates groups, highlights the most active students.



## Training is in cooperation: principles and rules

### the principles of training in cooperation

One task is for per group

One encouragement: the group gets one at all for the evaluation, which consists of evaluating teamwork (evaluating the efforts that all team members spend to achieve a common result), and academic results, i.e. The success of the group (team) depends on the contribution of each participant;

The personal responsibility of each for their own successes and the successes of other members of the group;

Joint activity: it is based on such ways of interaction as group discussion, cooperation, mutual assistance;


Equal opportunities in achieving success: each trainee should be motivated to improve his own achievements, study by virtue of his own capabilities, abilities, because it is assessed on an equal basis with others.

### Basic rules for students in cooperation


- Learn together, and not just perform the task together.
- Cooperate, not compete.
- Learn to work together, learn and create;
- Always be prepared to come to one another's aid, share the joy of success or the bitterness of failure.

**TECHNOLOGY DELPHI**  
**- allows you to collectively evaluate and choose the best solution to the problem**

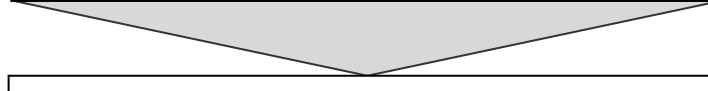
### **The technique of Delphi**



Each of the alternatives is evaluated according to the degree of optimality / economy / efficiency or other indicator according to the 10-point system (1 - the highest score, 10 - the lowest).



The results of the lines "P" and "B" are multiplied, and the result is entered in the final column "P"



A consolidated assessment sheet is compiled. The smallest result of the sum of the works will indicate the most acceptable of the alternatives

## **1.9. Method for assessing theoretical knowledge and practical skills on the theme**

### **Indicators and criteria for assessing the activity of trainees.**

Quality control of knowledge.

Pedagogical control is one of the main forms of the organization of the educational process, since it makes it possible to verify the results of the educational and cognitive activities of students, the teacher's pedagogical skills and the quality of the training system created. The currently introduced intensive training methods inevitably lead to new searches in the field of improving the quality and effectiveness of pedagogical control. At the same time, the forms of control remain practically unchanged.

By the time pedagogical control is divided into the current, thematic, boundary, final and final. Forms control system form exams, tests, oral interview (interview), written control, abstracts, colloquia, seminars, course, laboratory tests, design works, diary entries, journals of observations, etc.<sup>15</sup>

Current monitoring helps to differentiate students from successful and unsuccessful, motivates learning. Current monitoring can be organized by means of oral interrogation, control tasks, verification of self-monitoring data.

The bank of control tasks allows you to make individual selection of tasks, which eliminates the possibility of duplication of answers. But at the same time the test function is placed on the course teacher.

The forms of organization of current monitoring are largely determined by the characteristics of the discipline being taught.

Thematic control involves the evaluation of the results of a particular topic or section of the program. It can be organized with the help of the same pedagogical means as the current control - with the help of tests, tests, as well as abstracts, colloquiums, etc.

Final and final control can be organized in the form of tests, abstracts, creative works, solving problems, the final examination, etc.

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<sup>15</sup> Голиш Л.В. Технологии обучения на лекциях и семинарах в экономическом вузе / Из серии «Технологии обучения в экономическом образовании». Учебное пособие. – Т., 2005.

When assessing students' knowledge, the indicator of the ability of independent thinking is of particular importance. Therefore, when assessing the knowledge and skills of students, special attention is paid, first of all, to the level of his abilities for independent thinking and the ability to conduct a dialogue, at the same time, the ability to draw conclusions on his own. Students' knowledge is assessed according to the following criteria. It is also necessary to emphasize that in addition to assessing "unsatisfactory" the basis of all other assessments is the behavior and culture of students. So, if the student has mastered the subject for an assessment of "good", then his wrong behavior can influence the evaluation. The methodology for evaluating the evaluation rule is detailed in the following tables.

<b>Score</b>	<b>Evaluation</b>	<b>Level of knowledge of the student</b>
86-100	Excellent	To make a decision, Creative thinking, Independent reasoning, Application in practice, Understanding the essence, Knowledge and ability to explain, Have a basic concept
71-85	Good	Independent reasoning Application in practice Understanding the essence Knowledge and ability are to explain To have the basic concept
55-70	Satisfied In other words	Understanding is for the essence Knowledge and ability are to explain To have the basic concept

## **2.1. Supervision and control over the state of legislation and regulations on labor protection**

Supervision and control over the state of legislation and regulations on labor protection are carried out by specially authorized state inspection bodies that do not depend on the activity of the administration of enterprises and their higher bodies. Such bodies are the Public Prosecutor's Offices of the Republic of Uzbekistan, the State Technical Supervision for Labor, the State Mining Inspectorate, the State Sanitary Inspection, the State Energy Inspectorate, the State Supervision Service of the Republic of Uzbekistan.

1. The supreme supervision over the exact implementation of labor laws by all ministries, departments, enterprises, institutions and their officials is vested in the prosecution authorities.

2. The State Technical Inspector of Labor oversees the implementation of rules and regulations, controls the correctness of investigation and recording of accidents, investigates group, severe and fatal accidents.

Gosgortekhnadzor of the Republic of Uzbekistan for supervision over the safe conduct of work in industry and mining supervision has in its composition: inspections, the main of which are gas, mining, chemical and boiler inspection.

The State Sanitary Inspection of the Republic of Uzbekistan controls the compliance by enterprises with hygienic, sanitary and anti-epidemiological rules and norms;

Gosenergonadzor of the Republic of Uzbekistan carries out energy supervision over the implementation of safety rules in electric and gas facilities, at electrical substations, as well as by ministries, departments, enterprises of industry, transport, construction organizations, communal- household, agricultural and other consumers of existing rules for the operation and operation of all types Electrical equipment.<sup>16</sup>

### **Microclimate conditions**

The microclimate of sewing production premises is determined by the combined effect on the human body of temperature, humidity, air velocity, thermal radiation of

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<sup>16</sup> Безопасность жизнедеятельности. Производственная безопасность и охрана труда. / П.П. Кукин, В.Л. Лапин, Н.Л. Пономарев и др.; учеб. пособие. — М.: Высш. шк., 2011. — 431 с.

heated surfaces. The microclimate of various production facilities depends on fluctuations in external meteorological conditions, time of day, year, features of the production process and heating and ventilation systems.

The heat exchange functions of the body, regulated by thermoregulatory centers and the cerebral cortex, provide an optimal ratio of heat generation and heat transfer depending on specific meteorological conditions. The main role in heat transfer processes in humans belongs to the physiological mechanisms of regulating the heat release.

### **The effect of vibration on the human body.**

Vibration refers to the reciprocating motion of a solid body. This phenomenon is widespread in the operation of various mechanisms and machines. Vibration sources: bulk conveyors, perforators, gears, pneumatic hammers, internal combustion engines, electric motors, etc.

Depending on the nature of the employee's contact with the vibrating equipment, they distinguish between local and general vibration. Local vibration is transmitted mainly through the limbs of the arms and legs. General - through the loco motor system.

There is also a mixed vibration that affects both limbs and the whole body of a person. Local vibration occurs mainly when working with a vibrating hand tool or desktop equipment.

Local vibration of low intensity can favorably affect the human body, restore trophic changes, improve the functional state of the central nervous system, accelerate the healing of wounds, etc.

With an increase in the intensity of the oscillations and the duration of their action, changes occur that lead in a number of cases to the development of a professional pathology, a vibrational disease.

Allowable vibration levels. Distinguish hygienic and technical rationing of vibrations. Hygienic - limit the parameters of vibration of workplaces and the contact surface with the hands of workers based on physiological requirements that exclude the possibility of the occurrence of a vibratory disease. Technical - limit vibration

parameters not only taking into account these requirements, but also based on the level of vibration achievable to date for this type of equipment. Normative documents have been developed that establish permissible values and methods for evaluating vibration characteristics, which include the special GOST SSBT (Occupational Safety Standards System).

Methods to reduce the impact of vibration on humans. To reduce the impact of vibrating machines and equipment on the human body, the following measures and means are used:

- the replacement of a tool or equipment with vibrating working bodies with non-vibrating processes where possible (for example, replacing electromechanical cash registers with electronic ones);
- application of vibration isolation of vibrating machines with respect to the base (for example, application of springs, rubber gaskets, springs, shock absorbers);
- use of remote control in technological processes (for example, the use of telecommunications to control the vibrator from an adjacent room);
- use of automation in technological processes, where vibrating machines operate (for example, control for a given program);
- use of hand tools with vibration-proof handles, special shoes and gloves.

#### Noise and its effect on humans

In various branches of the economy there are sources of noise - this is mechanical equipment, human flows, urban transport.

Noise is a collection of aperiodic sounds of varying intensity and frequency (rustle, rattling, creaking, squealing, etc.). From a physiological point of view, noise is any unfavorably perceived sound. The prolonged impact of noise on a person can lead to such a professional disease as "noise sickness

The impact of noise on the human body causes negative changes primarily in the organs of hearing, nervous and cardiovascular systems. The degree of expression of these changes depends on the noise parameters, the length of service in the conditions of noise exposure, the duration of the noise during the working day, the individual sensitivity of the organism. The effect of noise on the human body is burdened by the

forced position of the body, increased attention, nervous and emotional stress, an unfavorable microclimate.

### **Noise leveling.**

In the normalization of noise, two methods of normalization are used: according to the limiting noise spectrum and the sound level in dB. The first method is the main one for constant noise and allows to normalize the sound pressure levels in eight octave bands with the average geometric frequencies 63, 125, 250, 500, 1000, 2000, 4000 and 8000 Hz. Noise in the workplace should not exceed the permissible levels, in accordance with the recommendations of the Technical Committee of Acoustics of the International Organization for Standardization.

The set of eight acceptable levels of sound pressure is called the limiting spectrum. Studies show that allowable levels decrease with increasing frequency (more unpleasant noise).

The second method of normalizing the overall noise level measured on a scale A that simulates the human ear sensitivity curve, called the sound level in dB, is used for an approximate estimation of constant and variable noise, since in this case we do not know the noise spectrum. The sound level (dBA) is connected with the limiting spectrum by the dependence  $l_a = PS + S$ .

### *Dust and its effect on the human body*

Dust is one of the most widespread adverse factors that have a negative impact on the health of workers. A number of technological processes are accompanied by the formation of finely divided particles of solid matter (dust) that enter the air of industrial premises and are suspended in it for a more or less long time

Industrial dust called suspended in the air, slowly settling solid particles ranging in size from a few tens to a fraction of a micron. Many types of industrial dust are an aerosol.

By the size of the particles (dispersity), there are visible dusts larger than 10  $\mu\text{m}$ , microscopic - from 0.25 to 10  $\mu\text{m}$ , ultramicroscopic - to less than 0.25  $\mu\text{m}$ .

Specificity of the qualitative composition of dust determines the possibility and nature of its effect on the human body. The shape and consistency of the dust



particles, which depend to a large extent on the nature of the starting material, are of particular importance.

Among the specific occupational dust diseases, pneumoconiosis plays a large role - pulmonary diseases, which are based on the development of sclerotic and related changes due to the deposition of various dusts and its subsequent interaction with pulmonary tissue.

#### *Electrical safety on the premises*

At present it is difficult to imagine the work of an enterprise without the use of electrical energy. The rapid development of the national economy in our country, the introduction of new technology into production, automation and mechanization of technological processes lead to the need for increasing consumption of electrical energy. In connection with this, when operating any electrical devices, apparatus, installations and networks, it is necessary not only to be able to handle them, but also to have elementary concepts of the danger of electric shock.

#### *Danger of electric shock*

When a person is in the sphere of action of an intense electric field or directly in contact with the current-carrying conductors of an electric current, an electric current passes through his body. As a result of the effect of current on the body, there may be an electric injury, i.e. more or less significant disturbances of functions. The nature and intensity of disturbances in the body caused by the electric current are mainly determined by the type and magnitude of the current, the duration of its action, and so on.

### **Indoor ventilation systems**

To create normal meteorological conditions in production facilities, remove harmful gases and vapors from them, the dust must be properly designed and properly operated ventilation system (GOST 12.4.021-75).

The operation of ventilation systems in combination with the selection of technological processes in accordance with GOST 12.3.002-75 and production equipment meeting the requirements of GOST 12.2.003-74, must create on the permanent workplaces, in the working and serviced areas of the premises, the

meteorological conditions And air purity, corresponding to the current sanitary standards.

At the same time, ventilation must provide conditions that meet the requirements of the technological process, the preservation of equipment and building structures of the building. The device of ventilation in production and auxiliary premises of industrial enterprises is compulsory.

Ventilation is an organized air exchange in the premises.

Ventilation by the method of moving air is divided into natural and mechanical. Perhaps their combination - mixed ventilation. Natural ventilation is divided into aeration and ventilation.

Mechanical ventilation, depending on the direction of the air flow, can be exhaust (suction), supply (injection) and supply-exhaust.

Lighting on indoor premises.

Natural lighting is used in the daytime. It provides good illumination, uniformity; Due to high diffusion (dispersion) favorably affects the environment and economically. In addition, sunlight exerts a biologically healthy and tonic effect on a person.

The amount of natural external illumination has large fluctuations both in the times of the year and in the hours of the day. Significant fluctuations in the values of natural illumination during the day depend not only on the time of day, but also on the change in cloud cover.

The concept of the object of discrimination is understood to mean the object under consideration, a separate part of it or a discernible defect (for example, a fabric thread, a point, a risk, a fracture, a line that forms a letter, etc.), which must be taken into account in the process of work.

When determining the necessary natural illumination of workplaces in production facilities, in addition to the coefficient of natural illumination, it is necessary to take into account the depth of the room, the floor space, windows and lanterns, darkening of neighboring buildings, the windows of opposing buildings, etc.

Accounting for the influence of these factors is made by correction factors of Appendix 2 of SNiP P-A.8-72.

The task of calculating natural light is to determine the ratio of the total area of the glazed openings of windows and lanterns to the floor area. In the dark, as well as in case of insufficient natural illumination, it is necessary to use artificial lighting both in the premises and on open areas, driveways, etc. In connection with this, the quality of artificial lighting is given a serious meaning. Electric light not only replaces natural light, but also facilitates labor, reduces fatigue. The light quality of the room is affected by the light flux of the lamp, as well as the type and color of the lamp, the color of the room and equipment, their condition (freshness of color and dustiness).

Artificial lighting by the method of location of light sources is divided into general, local and combined (general + 4-local). In the production premises, one local lighting is not allowed.

In lighting installations of industrial enterprises, incandescent lamps and gas-discharge light sources are used. The main characteristics of lamps: rated voltage, electrical power, luminous flux, light output and service life.

Incandescent lamps are based on the ability of a body heated up to a high temperature (refractory metal filaments) to radiate visible light, and gas-discharge ones on the principle of luminescence.<sup>17</sup>

In an incandescent lamp, the luminous flux depends on the electric power consumed and the temperature of the tungsten filament placed in a glass flask filled with an inert gas: argon, xenon, krypton and their mixtures. This ensures an increase in the temperature of the tungsten filament and reduces its spraying.

Gas-discharge light sources include fluorescent, mercury and xenon lamps. The latter are not used in lighting installations of industrial enterprises.

The presence of stroboscopic effect in most production premises is unacceptable. It can be eliminated using specially designed circuits for switching on

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<sup>17</sup> Девисилов, В.А. Охрана труда: учебник. – 3-е изд., испр. и доп. – М.:ФОРУМ: ИНФРА-М, 2008. – 448 с.

fluorescent lamps. These circuits require the installation of appropriate start-adjusting equipment, which also provides capacitors to increase the power factor of the installation and eliminate radio interference.

Fluorescent lamps are a glass transparent tube filled with a dosed amount of mercury and an inert gas, and at the ends soldered electrodes. The inner surface of the tube is covered with a thin layer of phosphor, depending on the type of which one or another color of the radiation is produced. The industry produces fluorescent lamps: white light (LB), warm white light (LTB), cold white light (L X B), daylight (LD), with corrected color rendition (LDC). In addition to the main types, lamps for local lighting are also manufactured.

If the working conditions require proper discrimination of colors and their colors, LDC lamps should be used. When working with shiny surfaces in general lighting installations, LD luminescent lamps should be used, since their light output is higher and the depth of light flux fluctuations is less. At the same time, it is advisable to use luminescent lamps of LHB or LD in lighting fixtures of local lighting.

In rooms with low reflecting properties of walls and light for lighting, it is advisable to use direct light fixtures. In rooms, walls and ceilings of which have high reflective properties, it is necessary to install lamps of predominantly direct light, directing part of the light flux to the ceiling.

With combined lighting, the illumination of the working surface from general lighting is assumed to be no less than 10% of the normative.

Emergency lighting is arranged when it is necessary to continue the work or to evacuate people from the room when emergency lighting is turned off. Emergency lighting should have a permanent power source and automatically turn on in the event of a working light accident.

Safety measures during loading and unloading operations

Further mechanization of all loading and unloading operations is a paramount task of all organizations and enterprises of industry and construction.

### *Fire safety in enterprises and evacuation routes*

Evacuation of workers from premises and buildings in the event of a fire is one of the most important measures to prevent the exposure of hazardous factors to them. To ensure its provision in buildings and buildings, evacuation routes and evacuation exits should be provided. The effectiveness of evacuation is estimated by the time for which people can leave the premises or the building when forced to move.

This time from the beginning of the fire to the occurrence of a dangerous situation for people is called the critical duration of the fire. Based on the critical duration of the fire and taking into account the safety factor, SNiP 2.01.02 - 85 establishes the necessary time for evacuation of people from the premises of production buildings, I, II and III degrees of fire resistance, depending on the category of production for explosion and hazard in room.

Evacuation exits should, as a rule, be at least two.

In production buildings, the distance from the most remote workplace to the outlet to the outside or to the stairwell is adopted depending on the category of production according to the degree of fire hazard, the degree of fire resistance and the number of stories of the building.

## **2.2.First aid in case of electric shock**

To achieve a successful result in providing first aid to the victim from the current, one must not only be able, but also perform all operations accurately and quickly, without losing a single second.

The nature of first aid should be determined depending on the condition of the victim. If the victim has not lost consciousness, continues to breathe and the heart is working normally, it still can not be considered healthy, since after a while the condition may worsen. The victim should be laid, unfastened clothing and ensure complete rest before the arrival of the doctor.

If the victim has no breathing and no pulse, then artificial respiration and indirect heart massage are necessary. In this case, you should pay attention to the condition of the pupils.

Artificial breathing and cardiac massage must be continued until the patient has an independent sustained breathing and heart function (if the heart does not fibrillate).

The effectiveness of artificial respiration and heart massage is confirmed by the appearance of a pulse with each pressing on the sternum, the appearance of a pink shade of the face (instead of the gray-earthy one) and independent breathing in the affected person. However, the most reliable indication of the effectiveness of the care provided is the narrowing of the pupils. Narrow pupils indicate sufficient supply of oxygen to the brain

The dilated pupils indicate an unsatisfactory supply of oxygen to the brain.

Prolonged absence of pulse at the appearance of breathing and other signs of revitalization of the body indicates the presence of cardiac fibrillation. In such a case, it is necessary to continuously continue cardiac massage until the moment of fibrillation termination by means of a pulse defibrillator.<sup>18</sup>

If there is a need to deliver the victim to a medical institution for defibrillation, then the heart massage must continue on the way.

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<sup>18</sup> Безопасность жизнедеятельности. Производственная безопасность и охрана труда. / П.П. Кукин, В.Л. Лапин, Н.Л. Пономарев и др.; учеб. пособие. – М.: Высш. шк., 2011. – 431 с.

## **Conclusion**

Pedagogical technology covers all the elements of the learning process, including the learning process itself. In recent decades, many modern teaching technologies have emerged, aimed at guaranteeing the quality of the learning process. Taking this into account in the curricula of the Republic of Uzbekistan, pedagogical technology is referred to as "New Pedagogical Technologies".

The topicality of the work is the development of modern methods of teaching one of the sections of the discipline "Bases of Management" in a professional college in the light of the latest requirements for the professional activity of teachers of professional colleges.

The goal of the final work was the development of pedagogical technology and the preparation of training materials for conducting classes on the chosen topic.

Graduation qualification work consists of an introduction, two chapters and a conclusion.

The introduction sets forth the purpose of the work, its relevance and tasks facing the completion of the final qualifying work.

In the first - the main part - set out the goals and objectives of the discipline in which the subject is studied. Also there is a developed summary of lecture material, the theme's basic words. The goals and pedagogical tasks of this lesson are developed. In addition, the conditions for conducting classes in the college have been studied. The composition of the group, the conditions in the classroom, the equipment of the audiences are analyzed.

Most often in pedagogical practice one of the main components of didactic means is studied - didactic materials. Didactic material (according to GA Ballu) is a system of objects, each of which is intended to be used in the learning process as a material or imaginary model of a particular system studied, isolated within the framework of public knowledge and experience and serving as a means of solution of some didactic task. Didactic material is a necessary filling of the educational process, it is the working body of the learning process. Speaking at the lessons of professional training in the form of objects of communication, knowledge and work, didactic

material becomes an effective means of education; While it is used as an integral part of a multifaceted methodological set, which is a product of designing the learning process in submission to some professionally significant topic.

Creative methods of teaching are focused on creating a personal educational product for students. Cognition in this case is possible, but it arises in the course of the actual creative activity. The main result is the receipt of a new product. In the work assignments are developed and proposed for use such pedagogical techniques, methods and technologies as discussion, training in cooperation, Delphi technique, business games technology. Technological and pedagogical maps of the training were prepared.

To assess the knowledge of college students, test tasks, situational tasks and criteria for assessing the work of students during the lesson were developed.

The second chapter outlines the organization of life safety



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