

## EFFECTIVE IMPLEMENTATION OF MANAGERIAL FUNCTIONS AND MERITS OF LEADERS: BASIC ASPECTS

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### ASBTRACT

The author considers the most important problems on efficiency of managerial functions, presents practical recommendations for improving the quality of managers managing educational establishments.

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### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Due to the experience acquired some managers are more successful than others. What is the reason for this? What distinguishes an effectively working leader from others? It happens that other leaders differed in intelligence, knowledge, responsibility, activity, reliability, social participation; however, they showed different qualities in different situations. It is also clear that a person does not become a leader only because he has a certain set of personal characteristics; notably, there are no unique personal qualities definitely associated with the effectiveness of human activity in the role of leader.

Availability of certain personal qualities does not give grounds for concluding what type of leader the person is. It is not important what qualities the leader possesses, but what and how he behaves, what is his behavior towards his subordinates, his managerial approach. It was revealed that there is a connection between the style of the leader's activity and the effectiveness of the work of employees.

Thus, the style of governing body is a relatively stable system of leader's real actions, determined by the ways of solving the tasks and functions. One of the important characteristics of a style is how the leader includes the subordinates in the decision-making process. The degree of freedom provided for a subordinate can vary from rigid administration to liberal leadership [1, 46].

In terms of this approach, three styles of leadership are distinguished: authoritarian, democratic and liberal [1, 65-68]. A leader with an authoritarian style always makes the decision himself, without consulting with his subordinates, imposes his will on them and does not give an opportunity to take initiative. Only such relations with subordinates are ideal for him, in which they implicitly accept all his instructions for execution. He is isolated from his staff and he stays above, keeping subordinates at a great distance. They are for him only executors. In their activities such style predominates, the so-called administrative method: an order, reprimand, penalties, and deprivation of certain privileges. He recognizes only two ways to encourage subordinates - material encouragement and administrative punishment.

On the basis of this behavior of the leader usually accept his subordinate as an economic person, according to which: the middle class worker does not like working and at any

condition he avoids working, he tends to do as little as possible and get as much as possible: the employee must be forced to work; punishments, and also reward can serve as means of coercion threats; the middle class avoids initiating, he prefers to be led. This leader, as a rule, is laconic in communication with his subordinates, his bossy notes prevail, he does not stand objections, remarks, own opinion of subordinates.

This method of leadership induces the subordinate to carry out only that minimum of work in inferior limit that is sufficient to not be punished. Such condition pushes subordinates to consolidate into informal groups for collective protection against the arbitrariness of the leader. In this regard, it leads to emerge secrecy, depression, increased desire to get satisfaction in something that has nothing to do with

work in the behavior of subordinates. Leaders who do not have sufficient qualification and who do not know the best methods of influencing subordinates tend to resort to a rigid authoritarian style, as well as managers with hypertrophied opinions about their own merits and who need absolute obedience of their subordinates in order to emphasize their importance.

A leader with a democratic (collective) style makes decisions himself, but develops them together with his subordinates, preferring influencing them with the help of persuasion. He believes that people who are treated like donkeys become stubborn and obstinate. Therefore, such a manager avoids imposing his will on his subordinates with administrative methods, resorting to group discussion and stimulating their activity in decision-making.

Acceptance of the subordinate as a social person, according to which: external control and the threat of punishment are not determinants in the labor activity of the bulk of workers; a person is able to advance himself to the goal in which he is interested; the efforts made by a person to achieve the goal are proportional to the expected reward; a person not only assumes responsibility, but also strives for it; creative activity is peculiar not to narrow, but to a wide range of people lies on the basis of democratic style.

It is extremely difficult to become a democratic leader. Firstly, the manager must acquire in-depth knowledge on psychology and management in order to successfully apply the right method of influence to a particular person in a particular situation. Secondly, he must have a high emotional steadiness and ability of flexible behavior.

A leader with a liberal style fully entrusts the development and decision-making to subordinates, giving them complete freedom, leaving only a representative function behind them. Being engaged in external relations, he believes that in matters of internal life he can rely entirely on his team. He is passive in the accomplishment of his managerial functions, is afraid of conflicts, and usually takes decisions proposed by the team, even if these decisions do not coincide with his own.

The following perception of subordinates lies on the basis of this style: people are mostly hardworking, strive for high results and complete independence in work; a leader can rely entirely on the intelligence and professionalism of his employees and allow them to do their own business, and to do their own thing; assistants should only create conditions for qualitative work.

The liberal leader tends to establish good friendly relations with his subordinates. Creating benevolent relationships, showing keenness, attention - all this leads to return keenness of subordinates, and many issues can be solved without special problems. Lack of liberal style is

www.idpublications.on detected through a very close distance with subordinates. Sometimes this distance simply disappears, and this limits the use of many methods of leadership. The methods used by such a manager prove to be ineffective in solving many problems. Often, the team does not seek development with a liberal leadership. It breaks up into conflicting informal groups, each of which with its own leader, seeking to exercise own power giving to the official leader.

Experience shows that a good leader has various methods of influencing the behavior of subordinates and is able to choose the most appropriate ones in each situation.

The activity of the leader becomes effective if he is able to:

analyze the condition of the team;

Understand the motives of the behavior of subordinates;

encourage subordinates to productive work, stimulate their professional growth;

create relationships in the team for the most favorable productive work;

give tasks to subordinates in such a way that they understand what they are expected to, and aspire to do it;

effectively monitor the work of subordinates;

adequately assess their subordinates, their opportunities and interests;

to prevent and resolve conflicts in the team;

to build business communication with subordinates in accordance with their individual characteristics and situation [4, 24-25].

To achieve the creative work of their employees, managers must take into account the internal motives of the collective's activity as part of the socio-pedagogical aspect of motivation. In order to make the initiative and creativity become the norm of people's life it is necessary to know and use certain methods [2, 35-39].

It is better to remember that the most people like to feel their importance, irreplaceability. If the manager believes that you can only manipulate the incentives and punishments to achieve good results in the work, he is mistaken. The joy of success and recognition has more impact on the desire to work and achieve the goal than wage growth, cash bonuses or fear of punishment.

It should begin with a clear organization of the activities of the team, bearing in mind the following: the existence of justified qualified requirements for all the categories of workers; clear definition of functional duties, division of tasks and authority to perform; planning of really feasible activities, which are provided with appropriate material, personnel and time resources; determination of terms for all the parameters: for the implementation of a specific event, obtaining information on the organization of inspections, etc.; availability of information necessary for the performance of works and other aspects.

Take real measures to improve professional and social ethics. For this you need:

to link compensation directly to activities that lead to an improvement in its quality;

to express public and tangible confession to those people whose efforts and results exceed the average index for employees;

Encourage employees to participate with leaders in the development of criteria and indicators for which quality and performance can be measured reliably;

Not to create a significant gap between the management statements and the actual remuneration system;

Not to try to present the case in such a way that improvement programs are aimed at increasing satisfaction;

Not to support the creation of any special privileges for management those widen the gap between them and those who actually do the work [2, 76].

In addition to the above, it is necessary to take into account the following factor - involving members of the team in planning activities to accomplish a specific task. If the manager attracts subordinates to the planning, jointly decides in what order of means the work will be performed, who will answer for what, if the subordinates understand the goals and tasks - they work enthusiastically. Although practice shows that a decision taken by a democratic way will not always be correct. It is due to the fact that the administration and chiefs of different levels, ordinary employees often see problems differently; the assessment for the same situations might differ between them. The reason is obvious: lack of competence on a number of issues, lack of a clear idea of their rights, powers, responsibility.

The effectiveness of management is related to the improvement of the quality of managerial activities at all levels, and primarily the work of managers. Therefore, it becomes necessary to analyze this activity, to find ways to improve it.

Fundamental questions of management because of its conservatism remain unchanged for years; however, the answers to them change. One of the most important management issues sound like: how can I work most effectively and achieve the best results? A positive answer to this question is of no small importance, and correction of the time budget.

The main causes of irrational use of the manager's working time are revealed. They are as follows [3, 156-162]:

inability to distinguish the main thing in work, to plan work for a month, a week, a day;

Aspiration to put everything on oneself and not to transfer some of the management functions to others. Hence the congestion of small issues, which takes a lot of time, might appear;

Lack of a well-thought-out, effective system of training and retraining of staff with a relatively low qualification;

Fuzzy distribution of duties among employees. Performance of unusual functions by the head;

Inability to analyze competently and control the work of the team, hence the excessive interest in administrative and economic matters can damage the main - educational activities;

lack of a system for working with incoming information, monitoring the fulfillment of orders by employees;

A large number of secondary meetings. Absence of practice in careful preparation and training of employees for meetings, etc.

Based on this, it can be concluded that managers can yield in the organization of personal schemes of activities with an orientation with the proper use of time.

Usually, we think that a good plan of activity will be realized without special planning of time. However, practice shows that this view is erroneous. We cannot use our time for various activities and ultimate goals with the help of a good plan of activity, on the contrary, the traditional schemes of the day easily cast us away the former and often incorrect obtaining results on the use of time. For this reason, it is natural to take care of planning your personal time precisely a day before. This will be easy if the department of public education or educational institution has a modern time planning calendar, drawn up based on specific needs.

In accordance with this, on the basis of a personal activity plan and a time budget, a work plan for the year is drawn up. This is a calendar of intentions, where vertical columns are drawn for each month.

For rational use of time, there are several practical recommendations.

In your use of time, you must consciously push off each final goal and the activities both on the annual and weekly basis.

Determine the working rhythm of the year, month, week, and day for yourself and consciously implement it when drawing up plans for using the time in the forthcoming reporting periods as long as possible.

Set the goal of drawing up a precise plan for at least the next three months. However, do not plan the entire time budget by more than a half. The rest of the time is necessary for flexible use and unplanned activities. If only 5-10% of the time is planned in advance for the coming weeks, this will mean that the intention to manage the time was not serious. Time management is also associated with the manager's own desire, and not with time planning techniques. He, however, needs a certain, appropriate technique for planning the use of time, since he cannot keep the numerous activities in mind.

These tips of the plan for using the time for the year, naturally, find its reflection on the week and day. It is recommended to start making a plan for a week. In terms of the week, it is necessary to clarify the final goals of the upcoming week and determine the necessary work in order of its importance. Thus: each chief must demand from oneself a correct attitude to the management on the use of time. The most part of the staff also wants to use their time correctly, because you can be sure of the implementation of the tasks.

Strengthened and became a very common opinion that the power and leadership position is the most effective management tool. However, it must be emphasized that this is not enough. In order for complex

organization to effectively perform their tasks, it is necessary to ensure the implementation of all management functions. Leadership is the activity that permeates the entire management system. It is impossible to effectively perform the functions of planning, organizing, motivating, and controlling, if there is no effective leadership [2].

In our study, primary interest is the head of the educational institution (EI) is a person who is both a leader and effectively manages subordinates. Its goal is to influence others so that they perform the work in accordance with the purpose of the educational institution. What problems arise in EI and in General in the education system from a lack or absence of his leadership skills, leadership positions and properties of the leader had, from neglect or ignorance of the modern mechanisms of control and influence?

Here are the most typical problems, familiar, perhaps, to all employees of the education system:

Low performance discipline.

Inability of management to encourage staff for effective work.

Dissatisfaction with the teaching staff for their leadership.

The conflict between the Manager and the team.

Give some definitions concerning data problems.

The basis of leadership is based on three components: leadership, influence and power. Leadership is the ability to influence individuals and groups, directing their efforts to achieve the goals of the organization.

Influence is any behavior that one person who makes a difference in the behaviour, relationships, feelings, etc. of another person. The specific means by which one person can affect another, can be very diverse: from requests whispers in his ear, to threats of dismissal.

Leaders must influence in a way that is easy to predict and which leads not just to adoption of this idea, and to action - the actual work needed to achieve the objectives of the organization.

Power is the ability to influence the behavior of others. In order to make their leadership and influence effective, a leader needs to develop and apply power, that is, the means, or the factor by which a Manager can affect team members, or the situation.

Influence is any behavior that one person who makes a difference in the behaviour, relationships, feelings, etc. of another person. In addition to formal powers, a leader needs power, as it depends on the people within his chain of command and outside it. The Manager must develop the power, because, first, managers are always dependent on some people, they are not subject, and, secondly, because almost no one in modern organizations will not accept and will fully comply with the continuous flow of his orders just because he is the boss. In all organizations to achieve effective operation a proper use of power.

According to one common classification, there are five basic forms of government [5,p. 34-40].

1. Power based on coercion. The contractor believes that the influence has the ability to punish in such a way that would prevent the satisfaction of some need, or can make any other troubles.

Power based on reward. The contractor believes that the influence has the ability to satisfy an immediate need or pleasure.

Expert power. The executor believes that impact has special expertise that will satisfy the need.

The reference power (power of example). Characteristics, or properties affecting so attractive to the performer that he wants to be the same as impact.

The legitimate government. The contractor believes that the influence has the right to give orders influence, as tradition teaches that obedience will lead to the satisfaction of the contractor. Therefore, legitimate power is often called the traditional authority. Legitimate power is effective when the slave obeys the orders of the head just because he or she stands on a higher rung of the organizational hierarchy.

These bases of power are an instrument by which the Manager can make subordinates to perform one or the other work. But all of them having certain advantages, have drawbacks. For we must always remember that the only way to get someone to do something, to make to want him to do it.

These fundamental principles of control theory represent the Foundation on which to build a practical guide. It should be noted that the question here is not which method of power or forms of influence of the leader EI needs to use in their practice. The task of the leader is to find the balance mechanisms of influence, by which he will be able to achieve effective leadership. And this, in turn, depends on each specific case, the objective conditions and the abilities of the head [3, p.54].

However, the modern leader in education should be able to use the method of influence through persuasion. Since this method is most effective in the field of intellectual personalities and relationships, which is education. M. Meskon writes: "a Leader who influences through persuasion, not telling the contractor what to do, he "sells" to the

contractor what you need to do." A metamorphosis of the researcher uses because the mechanism of persuasion allows you to bring to the consciousness potential of the contractor, that, having done so, as the leader, he will satisfy his own needs. To achieve this, you can use logic, emotions, or something else, depending on the location of the listener.

We shall give a few important recommendations, responding to the question:

How to effectively use influence through persuasion?

Be sure to identify the needs of the listener and appeal to these needs.

Start a conversation with such thoughts, which will certainly appeal to the listener.

Try to create an image that invokes a lot of trust and a sense of security. Show your friendly attitude.

Allow the employee to talk.

Construct your dialogue so that your interlocutor was forced to answer "Yes" from the very beginning.

Make your employee feel that the idea belongs to him.

Say, in the interests of listeners rather than their own. Frequent repetition of the word "You" will help the listener to understand what is relevant to his needs is what you influence, want to have it done.

If expressed several points of view, try to say the latter: the arguments that were heard last have the greatest chance to affect the audience.

Give your ideas clarity, incinerate them.

Coercion, remuneration, tradition, charisma, rational faith and belief in control are tools that a leader uses to influence by appealing to his needs. To encourage people to work and achieve goals is to take some additional conditions, responding to the question:

How to effectively use influence?

Need, which appeal must be active and strong.

The person affected, must consider the effects as a source of satisfaction or dissatisfaction - in varying degrees - some needs.

The person affected shall be considered a fairly high probability that performance will lead to satisfaction or dissatisfaction of needs.

The person affected must believe that his effort has a good chance to meet the expectations of the supervisor.

How to achieve the pedagogical team atmosphere creative collaboration? How to avoid stress and conflicts with subordinates?

Earlier we noted that leadership is the ability to affect one or a group of people to encourage them to work towards goals. We emphasized that there are many tools to influence people and how to lead them. However, the world practice of management shows that the management success depends not only on personal qualities of leadership, his ability to influence subordinates. The sociologist R. Stogdill notes: "one does not become a leader just because he has some set of personal properties. The structure of personal qualities of leadership should be related to personal qualities, activities and tasks of his subordinates".

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