

**STAGES OF DEVELOPMENT OF THE CONCEPT OF MANAGEMENT BY  
OBJECTIVES**

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**Annotation:** In this article, the issues of further strengthening social efficiency, optimal determination and monitoring of goals, taking into account the quality of education, the qualifications of teachers and the potential of students, integration into the improvement of the educational process, implementation of management activities through specified results, output and outcome, ensuring the sustainable development of an institute or school by adapting material, economic and personnel resources, creating a competitive educational environment through technological solutions, and implementing a step-by-step analysis of subject areas and individual results of students are discussed.

**Key words:** number of lessons, number of methodological developments, budget execution, level of technological equipment, digital infrastructure, targeted management, strategic and operational goals, formulation and implementation, optimal distribution, monitoring, evaluation, based on analysis, systematically, resources, general goals.

Management by objectives is the process of clearly defining the long-term and short-term goals of an organization, optimizing resources, and achieving sustainable results. This management approach is based on the “SMART” principle: Specific, Measurable, Achievable, Relevant, Time-bound (i.e., specific, measurable, achievable, relevant, time-bound).

Targeted management in educational institutions serves to improve the quality of education, ensure financial stability, and further enhance social efficiency. In particular, it allows for optimal definition and monitoring of goals, taking into account the quality of education, the qualifications of teachers, and the potential of students.

The following management approaches are widely used in education in 2025:

Results-Based Management (RBM), in which activities are linked to results and measurements, and each stage is monitored through specific indicators.

Agile management methodology helps to manage educational projects quickly and flexibly - for example, quickly updating curricula based on modules.

Data-driven decision making - in universities and schools, educational and assessment data is analyzed in artificial intelligence and automated systems and integrated into the improvement of the educational process. These approaches introduce modern tools into the target management system, significantly increasing the quality and efficiency of education.

The dissertation explains the target management of educational institutions with the following theoretical foundations:

Systemic approach - educational institutions are viewed as a complex system, in which each subsystem, educational, methodological, infrastructural, interconnected and working towards a common goal.

Targeted control theory: the principle of implementing management activities through specified results, outputs and outcomes.

Resource management - involves ensuring the sustainable development of an institution or school by aligning material, economic and personnel resources.

Innovative management - the integration of digital and financial innovations into the management system, creating a competitive educational environment through technological solutions.

The main feature of this model is cyclical operation, real-time analysis and rapid updating of the management strategy in accordance with the results.

As a cyclical (circular) model, this approach is based on the principle of continuous improvement.

Each stage serves as a foundation for the next.

Based on monitoring and analysis, goals are revised and new strategic directions are set.

The main types of indicators used in targeted management include:

Result indicators - the results of the YTH (Year-end review or year-end report) assessment of students, the success of graduates in the labor market;

Process indicators - the number of lessons, the number of methodological developments, the indicator of teacher professional development;

Resource indicators - budget execution, the level of technological equipment, the availability of digital infrastructure. The monitoring system is based on interactive reports, real-time data and accurate assessment methods, based on which a step-by-step analysis of the results of classes, subject areas and individual students is carried out. Thus, targeted management is constantly in flux at the stage of implementation, control and analysis.

Targeted management of educational institutions is a continuous cyclical management system that includes determining the strategic and operational goals of an educational institution, formulating and implementing them in accordance with the SMART principle, optimally distributing resources (financial, human, technical), and systematically revising goals based on monitoring, evaluation and analysis.

SMART goal setting is a method used to set and plan goals, which requires that goals be specific, measurable, achievable, relevant and timely. The acronym "SMART" means that each letter represents a specific quality:

1. S (Specific): Be specific about the goal. It is important to know what the goal is and how it should be implemented. Question: What do you want to do? Who will be involved? Where will it be?

2. M (Measurable): It is important to specify how the goal will be achieved. In other words, how will you determine the results? Question: What metrics or indicators will you use to evaluate the success of the goal?

3. A (Achievable): The goal should be achievable, i.e., it is necessary to take into account the possibilities when planning.

4. Question: What resources will be needed to achieve this goal? What steps are needed to achieve it?

5. R (Relevant) - Relevant: It is necessary to check the relevance of the goal and its compliance with current conditions, general goals. Question: Why is this goal important to you or the team?

6. T (Time-bound) - Time-bound: Each goal should have a specific time, that is, it is necessary to clearly define when it should be implemented.

SMART goals: Specific, Measurable, Achievable, Relevant, Time-bound - that is, specific, measurable, achievable, relevant and time-bound goals.[1]

In educational institutions, such management is deepened through digital technologies, results-based decision-making and integration into global management practices (for example, RBM, Agile, data-driven approaches).[2]

Targeted management of educational institutions is an integrated management system that provides for the continuous revision of goals through the management functions necessary to determine and implement the strategic and operational goals of an educational organization based on the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) principle - planning, organization, optimal allocation of resources, monitoring, evaluation and analysis.

The theoretical and methodological foundations are defined as follows:

Strategic and cyclical management - The management of educational institutions is based on strategic principles and cyclical (Plan-Do-Check-Act) principles. This ensures renewal and flexibility.[3]

Management functions: planning, organization and control - According to the functional approach of V.S. Lazarev, the management of educational institutions includes planning, organization, leadership and control, which are necessary for the high-quality implementation of the educational process. [4]

Organizational-administrative and socio-psychological methods - In the management process of educational institutions, taking into account the human factor, it is important to increase the motivation of the pedagogical team, the creative environment and pedagogical potential through organizational and psychological methods. [5]

Innovative and digital approaches - In 2025, the analytical and strategic thinking capacity of leaders is being increased using innovative management methods in education, including data-driven and digital systems. [6]

Management is a complex, multifaceted process, in the study of which the context of historical, social and economic changes plays an important role. Since ancient times, the issue of managing the state and society has been of importance. For example, the sustainable construction of the pyramids in Egypt was linked to an efficient division of labor and centralized management.[7]

The ancient Greeks and Romans were also progressive examples in the formation of management systems.

Economic and social factors played a decisive role in the formation of management. The development of crafts, trade relations, and enterprises operating in cities were the basis for this direction. In the Middle Ages, guilds and workshops formed a professional management system - the Master-Student system, product control, and the protection of commercial interests strengthened this process. In the pedagogical context, educational and social values became an integral part of management in schools and madrasas.[8]

With the Industrial Revolution of the 19th and early 20th centuries, the problem of increasing efficiency in management became a central theme. The scientific management school, promoted by Frederick Taylor, introduced a system of analysis of work, fragmentation of tasks, specialization of workers, standardization of work, and incentives.[9] Although this approach increased efficiency, it was criticized for not taking the human factor into account sufficiently. [10]

It became the basis for the functional administrative school of management. His work "General and Industrial Management" (1916) identified management functions such as planning, organizing, leading (commanding), coordinating, and controlling. These functions are still the basis of management today.

Weber's bureaucratic management is based on a clear hierarchical structure, meritocracy, documentation, and formal rules. Although this system provided discipline and order, it was criticized for being too formal and multi-level.

Since the mid-20th century, systematic, quantitative, and behavioral approaches have emerged: the systematic approach considers the organization as a complex system, while the quantitative approach relies on statistical and mathematical methods in decision-making; the behavioral approach focuses on motivation and socio-psychological processes. [11] Modern management is based on advanced technologies, a stakeholder approach, digital platforms, and "big data" methods. [12] In educational institutions, these processes are manifested through electronic document management, online platforms, rating systems, and international accreditation. Effective management of educational institutions is one of the important factors in the development of any society. Although there are various areas of management in this process, one of the most central and modern approaches is the concept of management by purpose. This approach involves not only making strategic decisions, but also directing activities towards predetermined results. Management by objectives is a modern management concept based on the principles of systematic management of the activities of an educational institution by planning them based on specific and measurable goals, implementing them through resources, tools, methods, monitoring and evaluation. In this concept, decisions are made to achieve a certain strategic point, and activities are always directed towards a predetermined final result. The idea of

management by objectives has its roots in the scientific management school of the early 20th century. The principles of scientific management put forward by Frederick Taylor (1911) provided for determining each stage of work based on efficiency criteria. According to him, high results can be achieved by organizing work based on specific goals, analyzing it and standardizing it. Later, Henri Fayol (1916) emphasized the need to carry out management through specific functions: planning, organizing, commanding, coordinating and controlling. It is in Fayol's concept that goal setting and planning for its achievement are seen as one of the primary functions. In the bureaucratic management theory put forward by Max Weber, management is based on mechanisms for achieving goals through order, precision, hierarchical structure, and formal procedures. These approaches form the basis of goal clarification, documentation, and monitoring mechanisms in modern educational management.

The scientific and theoretical foundations of setting pedagogical goals are that goal setting in pedagogical management plays an important role not only within the framework of organizational functions, but also in the implementation of educational, social and spiritual tasks. In the educational process, a goal is a clear plan and aspiration aimed at forming the personality of the student.

In a philosophical approach, a goal is considered a factor determining the direction of human activity. According to the theory of functional systems put forward by P. Anokhin, any activity (including management) begins on the basis of a predetermined goal and is continuously readjusted depending on the result.

From a psychological point of view, a goal is formed based on the internal needs of the individual. Cognitive processes (perception, thinking, memory) and motivation play a key role in this. As A.N. Leontyev noted, a goal is a psychological structural element of activity, the definition of which depends on the social experience of the individual.

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