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**ПРОГНОЗИРОВАНИЕ И ПЛАНИРОВАНИЕ РАЗВИТИЯ СИСТЕМЫ  
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**Аннотация**

В статье рассматриваются этапы прогнозирования и планирования развития системы образования как основы управления и важнейшей стадии управленческого цикла. Описаны основные требования прогнозирования, эффективные результаты, определены малоэффективные методы, охарактеризован контрольно-диагностический аппарат деятельности управления образования.

**Ключевые слова:** система образования, прогнозирование и планирование, экспертиза, контрольно-диагностический аппарат.

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**ABSTRACT**

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The article deals with the stages of forecasting and planning the development of the education system as the basis of management and the most important stage of the management cycle. The main requirements of forecasting, effective results are described, ineffective methods are identified, and the control and diagnostic apparatus of the Department of Education is characterized.

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**Keywords:** education system, forecasting and planning, expertise, control and diagnostic apparatus.

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**Introduction**

The inherited weak sensitivity of the existing education system to external demands and the deepening shortage of qualified personnel are the result of the inconsistency of the existing mechanisms of public administration with the tasks of creating favorable conditions for the development of the education system that meet the needs of the region. There is an obvious lack of development of mechanisms for involving public and professional organizations in solving topical issues of the formation and implementation of educational policy. Conditions have not been created for the development of independent forms of assessing the quality of education, as well as mechanisms for identifying, supporting and distributing the best examples of innovative educational activities. Understanding this, the teaching community realizes that education needs innovative development.

Currently, one of the most relevant stages of management is the stage of forecasting and planning as the basis of management and the most important stage of the management cycle. This is an activity for the optimal choice of real goals, programs for achieving them through a set of methods, means and influences aimed at transferring the object to a new qualitative state.

Planning must meet a number of requirements: the unity of the target setting and implementation conditions, the unity of long-term and short-term planning, the public-state planning system, the complexity, stability and flexibility of planning based on the forecast [1].

The disadvantages of planning are considered by didactics: high density of plans, unevenness, unreality, inefficient organization of work in the implementation of the plan, unscheduled tasks, lack of control and self-control, unbalanced activities, etc [1].

It should be noted that at the present time, great importance is attached to [2]:

- the optimal combination of self-planning of the work of an educational institution with centralized forecasting and planning of the activities of educational bodies;
- improving the analytical basis of forecasting and planning;
- the development and development of the program-target approach, etc.

The following system of plans and programs should be considered [3]:

- development concepts and programs (up to 5 years);
- comprehensive and targeted programs (2-3 years);
- the annual plan;
- the calendar plans of work;
- the individual employee work plans for the week.

The availability of advanced organizational and pedagogical information is considered as the most important prerequisite for managerial decisions.

It should be noted that the control and diagnostic apparatus of the Department of Education is the examination. This method involves focusing primarily on the competence and experience of a specialist-expert, whose personality is the main "tool" of the study. This is the fundamental difference between expertise and diagnostics, which is based on the appropriate technical and methodological equipment of the researcher. If the diagnostic method involves striving for maximum objectivity of the results by methodically leveling the personality of the researcher, then the examination method organically includes the subjective opinion of the expert, due to his professional intuition. As A. U. Harash emphasizes, "... the expert is expected not so much to use verified, valid methods, as to make wise judgments, extraordinary conclusions and, if you want, creative insights [3]."

A specialist expert, after getting acquainted with the problem, decides which methodological apparatus and to what extent it will be used, or he will refuse to use any traditional techniques at all. The method of examination provides for the understanding of the specialist of the whole set of various information obtained from a variety of sources.

The first stage of the examination is the collection of so-called background information. In the process of psychological and pedagogical examination of the educational environment, this can be both your own impressions of visiting an educational institution, and the study of various documents – magazines, notebooks, diaries, reports and administrative orders, essays, wall newspapers, stands, photographs, etc [4].

In parallel, the collection of basic information begins-the materials of conversations with "included experts", i.e. interested persons - the administration, teachers, parents, as well as students. At the same time, adults, as a rule, are predisposed to certain generalizations that claim to be objective, while schoolchildren – to direct self-reporting. Very important information can be obtained in the course of specially organized round-table discussions. In such an environment, a representative set of all possible opinions can be identified, reflecting the respective positions and attitudes of the various participants. This kind of information forms the basis of basic hypotheses, and subsequently of fundamental expert assessments and expert suggestions.

The next stage of the examination is the use of structured methods [4]. This allows you to double-check the existing subjective assessments of the expert, give them greater credibility in the process of reporting the results of the examination to the customer, as well as to obtain certain quantitative results for comparison, ranking, identifying the dynamics of certain processes occurring in the educational environment, etc.

In general, the readiness of the administration for psychological and pedagogical expertise of the educational environment is the most important condition for the successful work of the expert.

Mandatory elements of the examination are [3]:

- a composition of the expert group;
- a full list of information sources;
- general characteristics of the educational environment;
- expert assessments;
- expert recommendations.

The main criterion for the quality of expertise is its credibility, which is provided by the totality of the collected real facts, their conscientious analysis and systematic understanding. The very strategy of the examination, of course, is largely determined by the methodological concepts that guide the expert in choosing criteria for assessing the quality of the educational environment.

The examination of an educational institution may include three main blocks.

1. The analysis of formal results: according to the students' knowledge of state standards on the basis of examinations; the number of graduates; the percentage of graduates enrolled in universities; qualifications of teachers, etc [4].

2. The analysis of the dynamics of students: testing psychophysiological indicators and the health of students; cognitive development of pupils (memory, attention, thinking); personal sphere (motivation, leadership, values, preferences, activities, communication skills, etc.) [3].

3. The analysis of psycho-pedagogical organization of the educational environment [3].

If the first two blocks of the examination of an educational institution are already traditional and quite well methodically provided, then the analysis of the psychological and pedagogical organization of the educational environment is still innovative. At the same time, this area of expertise is very promising, arouses great interest among school leaders and teachers, and allows us to look at the process of managing educational resources of an educational institution from a new perspective.

### Conclusion

The role of education in solving the problems of socio-economic development of Russia is to:

- creating conditions for improving the competitiveness of the individual;
- development of the innovation sphere;
- changing the structure of the economy in favor of knowledge-intensive industries;
- formation of labor resources capable of reproducing and developing the material and intellectual potential of the country;
- ensuring social and professional mobility;
- the formation of the personnel elite of society, based on the free development of the individual.

The socio-economic development of the country is primarily influenced by: the development of a modern system of continuing education; improving the quality of vocational education; ensuring the availability of high-quality general education; increasing the investment attractiveness of the education sector.

The implementation of these areas of state policy in the field of education will create conditions for improving the country's competitiveness, which is one of the goals of its socio-economic development.

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