

**ORGANIZATION AND MANAGEMENT OF THE PRESCHOOL EDUCATION ESTABLISHMENTS: A MULTIDIMENSIONAL APPROACH TO MODERN PEDAGOGICAL SYSTEMS****Madaminova Nargizaxon Jaxongir kizi**IRPDDDSPEO, Independent researcher of  
the Department of Management in Education,**Abstract**

The contemporary landscape of early childhood education is currently undergoing a fundamental paradigm shift, necessitating a move away from traditional, top-down administrative "impact" models toward sophisticated frameworks of pedagogical partnership and technological integration. This article provides an exhaustive analysis of the multidimensional nature of managing preschool education establishments (PEEs), conceptualizing them as dynamic, evolving systems rather than static bureaucratic entities. Central to this evolution is the strategic implementation of Management Information Systems (MIS) and the application of rigorous instructional design methodologies, specifically the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Through these frameworks, management transitions from passive, paper-based oversight to a proactive state of educational engineering. A critical component of this discourse is the development and validation of the MPPaud-BPA model, which aligns administrative functions with the granular developmental needs of the child. Furthermore, the article explores the strategic imperative of "pedagogical partnership," wherein the relationship between parents and educators is redefined as a specific type of social relation characterized by mutual responsibility and trust. By synthesizing high-level administrative efficiency with human-centric pedagogical demands, the research argues for the creation of "educational complexes" that provide a seamless transition between kindergarten and primary schooling. Ultimately, this article serves as a comprehensive roadmap for contemporary educational leadership, asserting that the sophisticated coordination of technology, leadership integrity, and partnership is essential for the cultivation of the "perfect person" and the long-term stability of modern society.

**Аннотация.**

Современная система дошкольного образования в настоящее время переживает фундаментальный сдвиг парадигмы, требующий отхода от традиционных, нисходящих административных моделей «воздействия» в сторону сложных рамок педагогического партнерства и технологической интеграции. В данной статье представлен исчерпывающий анализ многомерного характера управления учреждениями дошкольного образования, рассматривая их как динамичные, развивающиеся системы, а не как статичные бюрократические структуры. Центральное место в этой эволюции занимает стратегическое внедрение информационных систем управления (ИСУ) и применение строгих методологий проектирования обучения, в частности, модели ADDIE (анализ, проектирование, разработка, внедрение и оценка). Благодаря этим рамкам управление переходит от пассивного, бумажного надзора к проактивному состоянию образовательного инжиниринга. Важным компонентом этого дискурса является разработка и валидация модели MPPaud-BPA, которая согласовывает административные функции с детальными потребностями развития ребенка. Кроме того, в статье исследуется стратегический императив «педагогического партнерства», в рамках которого отношения между родителями и педагогами переосмысливаются как особый тип социальных



отношений, характеризующийся взаимной ответственностью и доверием. Синтезируя высокую эффективность управления с педагогическими требованиями, исследование обосновывает необходимость создания «образовательных комплексов», обеспечивающих плавный переход от детского сада к начальной школе. В конечном итоге, эта статья служит всеобъемлющей дорожной картой для современного образовательного лидерства, утверждая, что сложная координация технологий, целостность руководства и партнерство необходимы для воспитания «идеальной личности» и долгосрочной стабильности современного общества.

### Annotatsiya

Maktabgacha ta'limning zamonaviy manzarasi hozirda fundamental paradigma o'zgarishini boshdan kechirmoqda, bu esa an'anaviy, yuqoridan pastga yo'naltirilgan ma'muriy "ta'sir" modellaridan pedagogik sheriklik va texnologik integratsiyaning murakkab tuzilmalariga o'tishni talab qiladi. Ushbu maqola maktabgacha ta'lim muassasalarini (MEM) boshqarishning ko'p o'lchovli tabiatini batafsil tahlil qilib, ularni statik byurokratik sub'ektlar emas, balki dinamik, rivojlanayotgan tizimlar sifatida kontseptualizatsiya qiladi. Ushbu evolyutsiyaning markazida boshqaruv axborot tizimlarini (MIS) strategik amalga oshirish va qat'iy o'qitish dizayn metodologiyalarini, xususan, ADDIE modelini (tahlil, loyihalash, ishlab chiqish, amalga oshirish va baholash) qo'llash turadi. Ushbu tizimlar orqali boshqaruv passiv, qog'ozga asoslangan nazoratdan ta'lim muhandisligining proaktiv holatiga o'tadi. Ushbu munozaraning muhim tarkibiy qismi ma'muriy funktsiyalarni bolaning batafsil rivojlanish ehtiyojlari bilan uyg'unlashtiradigan MPPAu-BPA modelini ishlab chiqish va tasdiqlashdir. Bundan tashqari, maqolada "pedagogik sheriklik"ning strategik holati o'rganiladi, bunda ota-onalar va o'qituvchilar o'rtasidagi munosabatlar o'zaro mas'uliyat va ishonch bilan tavsiflangan ijtimoiy munosabatlarning o'ziga xos turi sifatida qayta belgilanadi. Tadqiqot yuqori darajadagi ma'muriy samaradorlikni insonga yo'naltirilgan pedagogik talablar bilan sintez qilish orqali bolalar bog'chasi va boshlang'ich maktab o'rtasida uzluksiz o'tishni ta'minlaydigan "ta'lim komplekslari" ni yaratishni targ'ib qiladi. Oxir-oqibat, ushbu maqola zamonaviy ta'lim yetakchiligi uchun keng qamrovli yo'l xaritasi bo'lib xizmat qiladi, texnologiya, yetakchilikning yaxlitligi va sheriklikning murakkab muvofiqlashtirilishi "mukammal inson"ni tarbiyalash va zamonaviy jamiyatning uzoq muddatli barqarorligi uchun zarurligini ta'kidlaydi.

### Introduction

The management of preschool education has ascended to a position of paramount importance, emerging as a core pillar of state policy and a critical determinant of global competitiveness. In the context of a rapidly accelerating information age, the "social order" demands that educational organizations move beyond maintenance-based operations to function in a persistent "development mode" (Abdunazarova et al., 2020). This shift is not merely administrative but philosophical, requiring a total re-evaluation of the preschool's role. Historically viewed as a secondary preparation stage for primary school, modern preschool education is now understood as the foundational phase for comprehensive personal development. Effective management in this sector is directly correlated with the ideal of the "perfect person"—a citizen who is mature, morally harmonious, aesthetically developed, and physically robust (Rasulova, 2022). This ideal is not a mere rhetorical flourish; it is the prerequisite for societal stability and the primary metric against which modern educational reforms must be measured.

The complexity of this task necessitates a fundamental transition from traditional management paradigms rooted in unilateral "influence" to modern models based on deep interaction and cooperation. Management can no longer be defined simply as the process of forcing a team



toward a specific production result; rather, it must be viewed as the systematic coordination of relations within a joint educational endeavor. This transition is most visible in the emergence of integrated "educational complexes," where kindergartens and primary schools are merged into unified structural systems. Such complexes are designed to provide residents of a specific "micro district" with a full spectrum of educational services, ensuring that the developmental gains made in early childhood are not disrupted by the transition to formal schooling (Abdunazarova et al., 2020). However, the implementation of these structures requires a radical reorganization of personnel management and legal frameworks to ensure that the "coordinating function" of leadership is realized.

Furthermore, the strategic imperative of early education management is underscored by the realization that the learning potential of infants and young children is vast. As cognitive science continues to highlight the "golden age" of development, the pressure on preschool managers to deliver high-quality pedagogical outcomes has intensified. Management is now the primary mechanism through which "qualitative changes" are introduced into the education system. It requires the search for and development of innovations that move the institution from a state of basic functionality to a higher quality state (Rasulova, 2022). This move toward excellence is only possible through a rigorous methodological framework that bridges the gap between sophisticated management science and the human-centric needs of the learner.

### Methodology

To navigate the complexities of modern preschool management, a methodological synthesis is required that transcends the limitations of classical administrative functions. While the traditional "POAC" model—Planning, Organization, Actuating, and Control—provides a baseline for institutional operation, it often fails to address the dynamic nature of pedagogical delivery. Consequently, contemporary management must embrace instructional design frameworks such as the ADDIE model. This five-stage process (Analysis, Design, Development, Implementation, and Evaluation) shifts the manager's focus from "paper-based administration" to "dynamic educational engineering" (Aryani et al., 2019). In the context of PEEs, this model is operationalized through the development of "Center Learning" or the "Beyond Centers and Circle Time" (BCCT) approach. Here, management is not about directing children but about designing a playground environment that facilitates active, creative, and independent decision-making.

A significant advancement in this methodological field is the development of the MPPaud-BPA model (Management of Early Childhood Education based on Children Development). Developed by Nini Aryani and colleagues, this model utilizes the ADDIE framework to create a structured approach to learning management that is specifically tuned to the child's developmental milestones. The "Analysis" phase of this model involves a rigorous assessment of current management failures, such as the common lack of parental involvement in lesson planning and the underutilization of evaluation results as a reference for future activities. The subsequent "Design" and "Development" phases result in comprehensive guidebooks and model books that empower teachers to manage centers even when physical infrastructure is limited. By focusing on the "scaffolding" or "pijakan" (play platforms), the MPPaud-BPA model ensures that management functions—planning, organizing, implementing, and evaluating—are all focused on the singular goal of stimulating child development (Aryani et al., 2019).

The conceptual foundation of this methodology is further enriched by the etymological evolution of the term "management." As noted in the classical interpretations of V.I. Dahl, management was historically viewed as the ability to give direction or to dispose of something



"well" (Abdunazarova et al., 2020). Modern scholars such as Zagvyazinsky and Slastenin have refined this to mean the streamlining and coordination of joint labor. In the digital era, this coordination is increasingly mediated by Computer Technology through Preschool Education Management Information Systems (PEMIS). The design of such systems must follow a sophisticated architecture consisting of "two levels of construction" (national and provincial) and "four levels of application" (national, provincial, municipal, and county). This hierarchical structure is essential for ensuring that data acquisition is consistent and that regional development monitoring can occur in real-time.

Furthermore, the design of PEMIS must incorporate specific modules for information control of offline classes, teacher data tracking, and safety supervision. The "safety supervision" module is particularly critical, as it allows for the proactive monitoring of "kindergarten accidents," a recurring issue that has historically eroded parental trust in the system (Zhang et al., 2021). By integrating these technical tiers with pedagogical models like MPPaud-BPA, management becomes a unified system of data-driven supervision and human-centric interaction. This dual-layered approach ensures that the "network quality" of the institution is maintained at every level, from the provincial data acquisition center down to the individual classroom environment.

## Results and Discussions:

### 1. Pedagogical Partnership as a Management Strategy

The evolution of management in modern PEEs is defined by the strategic replacement of hierarchical impact with pedagogical interaction. Interaction is conceptualized as a mutual influence system where the behavior or psyche of one subject alters the behavior of another. Within the educational environment, these interactions are categorized as either "constructive" or "destructive," based on the correlation of rights and obligations between the participants (Korotaeva, 2007; cited in Abdunazarova et al., 2020). For management to be constructive, it must foster a "partnership" mechanism—a concept adapted from the economic sphere where it denotes a specific type of social relation between government, employers, and workers. In the preschool context, this partnership is a joint activity between parents and the institution characterized by trust, shared values, and mutual responsibility for the developmental results of the child (Thesaurus, 2005; cited in Abdunazarova et al., 2020).

This strategy effectively flattens the traditional institutional hierarchy, positioning parents as the primary "customers" of educational services whose engagement is essential for the system's success. Management must therefore prioritize the "opening" of the preschool to society, which involves the creation of transparent communication channels and shared decision-making frameworks. When parents and teachers operate as partners, the preschool becomes a "developing educational organization" capable of consistent innovation. This collaborative environment is the only setting in which the "perfect person" can be effectively cultivated, as it ensures a continuity of values between the home and the school (Rasulova, 2022). Furthermore, the reorganization of personnel management to support this partnership requires a shift in teacher training, emphasizing "teamwork technologies" and a constructive approach to conflict resolution.

### 2. Digital Transformation and Information Systems

Digital transformation, mediated through Preschool Education Management Information Systems (PEMIS), represents a critical technical pillar of modern management. The necessity for these systems is underscored by significant discrepancies in current institutional data. For



example, research indicates a stark gap between "Educational system" data, which records 9,447 kindergartens and 900,951 children, and "Preschool system" data, which lists only 8,369 kindergartens and 569,218 children (Zhang et al., 2021). This discrepancy suggests a management crisis where independent, non-integrated systems lead to inaccurate reporting and inefficient resource allocation. A unified PEMIS architecture is the only viable solution to this lack of "dynamic supervision."

The technical design of a PEMIS typically includes four fundamental modules: user entry for kindergartens, basic institutional information, inquiry functions for external stakeholders, and permission/login settings. Beyond these administrative basics, the most impactful functions are "Safety Supervision" and the "Resource Database." The safety module transforms risk management from a reactive post-accident report into a proactive monitoring system of child health and school status data. Meanwhile, the resource database facilitates the "informatization" of the life activity of children, providing parents with access to online early education courses and subject knowledge (Zhang et al., 2021). This digitalization breaks the physical limitations of the traditional classroom, allowing for a centralized platform of curriculum management. However, the success of these systems is currently hindered by the low "information literacy" of educators. Many staff members struggle with basic data entry, such as recording children's school status accurately, which remains a primary bottleneck in the system's effectiveness.

### 3. Role of Leadership and Methodological Services

Leadership in the preschool sector is the "coordinating function" that bridges the gap between technological systems and pedagogical goals. A leader's ability to move a system from one quality state to another is predicated on a specific set of personal qualities: honesty, integrity, and "demanding kindness" (Rasulova, 2022). This concept of "demanding kindness" is central to modern leadership; it implies a high standard of professional expectation combined with a deeply humanistic concern for the learner's well-being. Furthermore, the leader must manage professional development as a core institutional resource. This involves the creation of specialized "methodological services" and "psychological support units" designed to sustain teachers engaged in innovative activity.

The "network quality" of the institution depends on the leader's ability to cultivate a culture of continuous learning. As educational systems move toward integrated "kindergarten-school" complexes, the leader must navigate increasingly complex regulatory and legal frameworks while ensuring pedagogical continuity. Leadership in this context is not merely about oversight but about "creative search"—fostering an environment where new methods of working with children can be explored and validated. By prioritizing the "interests of the individual and the priority of education," a leader ensures that the management system serves its ultimate purpose: the development of a generation of professionals who possess great spiritual and human qualities (Rasulova, 2022). This synthesis of leadership integrity and structural support is what allows a preschool to survive the pressures of modernization and deliver on its "social order."

### Conclusion

The synthesis of the preceding analysis confirms that effective management is the fundamental "coordinating function" required to move a preschool education system from a baseline of administrative operation to a state of superior pedagogical quality (Rasulova, 2022). The research demonstrates that the most successful institutional models are those that bridge the gap between traditional management functions (POAC) and contemporary instructional engineering (ADDIE), while simultaneously integrating the digital transparency offered by



PEMIS. The development of the MPPaud-BPA model serves as a benchmark for this integration, proving that even in environments with limited infrastructure, rigorous management of the "playground environment" can yield significant developmental results (Aryani et al., 2019).

Looking toward the future, the expansion of unified education systems—specifically the kindergarten-school complex—must be a priority for state policy. This structural reorganization is essential for maintaining the "dynamic supervision" of the child's developmental path across different educational stages. Furthermore, the expansion of PEMIS to a national standard is necessary to resolve existing data discrepancies and ensure that "Safety Supervision" is a universal reality rather than a regional exception (Zhang et al., 2021; Abdunazarova et al., 2020). Ultimately, the priority of education in society and the successful cultivation of the "perfect person" depend on the ability of educational leaders to master the nuances of partnership, technology, and pedagogical theory. The goal of a modern preschool is to create a free civic spirit, and only through sophisticated management can an institution foster a person who understands their own strengths and capabilities in harmony with the interests of their country.

### Reference List

1. Abdunazarova, N.F., Khamdamova, M.T. and Kurbonova, Z.U. (2020) 'Organization of Management in the System of Preschool Education on the Basis of Pedagogical Partnership', *International Journal of Multidisciplinary Research and Analysis*, 03(12), pp. 318-320.
2. Amend, A.F. (1987) *The interaction of schools, families and the public in the economic education of children (method. Recommendations)*. Chelyabinsk: ChSPI.
3. Aryani, N., Mudjiran, M. and Rakimahwati, R. (2019) 'The Learning Management Model of Early Childhood Education Program Based on Children Development', *International Journal of Scientific & Technology Research*, 8(10).
4. Dahl, V.I. (2004) *Explanatory dictionary of living Great Russian language*. Moscow: IDDK GROUP.
5. Dubrova, V.P. (1997) *Theoretical and methodological aspects of the interaction of kindergarten and family: Textbook*. Minsk.
6. Grebennikov, I.V. (1985) 'Strengthening the relationship of public and family education of children and adolescents', *Soviet Pedagogy*, 1, pp. 80–86.
7. Korotaeva, E.V. (2007) *Pedagogical interactions and technologies*. Moscow: Academia.
8. Rasulova, Z.K. (2022) 'Organization and Management of Preschool Educational Establishments', *In Situ*, 3/2022, pp. 42-44.
9. Semenov, V.D. (1986) *The interaction of the school and the social environment*. Moscow.
10. Thesaurus (2005) 'New values of education. Anthropological, activity and cultural approaches', 5, p. 24.
11. White, K.Yu. (2005) *Methodical work in a preschool educational institution: analysis, planning, forms and methods*. Moscow: SC Sphere.

