

MANAGEMENT MODEL IN PRESCHOOL EDUCATION

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Annotation: The management model in preschool institutions is a combination of unity of command (head) and collegiality (councils, pedagogical council), regulated by the Charter. It includes the administrative level (personnel management) and self-management (participation of teachers and parents). The modern structure is focused on a democratic style, pedagogy of cooperation and child development, ensuring the interaction of teachers, specialists and parents.

Keywords: individual components, management system, educational institution

The main elements of the management model: Unity of command: The head of the preschool is personally responsible for the activities of the institution, financial and economic issues. Collegial bodies: Pedagogical Council (educational process), General Meeting of Employees (labor relations), Managing Director/The Supervisory Board. Management structure:

I level: Head.

Level II: Senior tutor, Deputy the head of the household department, a nurse.

Level III: Educators, specialized specialists, teachers of additional education.

Approaches: In modern conditions, priority is given to a democratic management style aimed at innovation and improving the quality of education. Key principles: The participation of the public (parents) in management. Democratization: Taking into account the opinion of the team. Humanization: Orientation towards the personality of the child and the teacher. Competence: Professionalism of management personnel.

Its peculiarity is that, on the one hand, it is necessary to maintain the integrity and stability of the functioning of this institution, since the stability of the educational process depends on it, as well as a certain guarantee of the results inherent in educational programs and taken into account in the federal state educational standard of preschool education. On the other hand, this system requires constant development, in accordance with the requirements of the times and the ever-changing needs of society, therefore, management should allow the organization to change and act on its individual components. The result of the functioning of this pedagogical system is the achievement of the goals that society sets for preschool education, and, as a rule, it is necessary to achieve these goals in a certain period of time [1]. At the center of the work of a preschool educational organization is such an important structural component as the activities of the institution's direct management in conjunction with the functioning of the teaching staff. The scheme of activities for the management of a preschool educational organization. The first link is the manager himself, i.e. the head of a preschool educational institution. His primary task is to determine the organization's development strategy and make appropriate decisions that will be decisive in achieving this goal. The second link is represented by the deputy heads of the institution, this also includes the person responsible for the administrative and economic part of the preschool organization, a child psychologist, a speech therapist, etc. They make decisions according to their immediate functional responsibilities, however, following the overall development plan of the institution. The third link of the management system is educators, teachers of preschool educational institutions. Their management decisions apply to their students in educational activities. The fourth link can be defined by the pupils themselves, since the very direction of the preschool's activities at the present stage presupposes subject-subject relations between all members of the educational process. At the same time, the child is both an object of influence and a subject of development at the same time [3].

It should be noted that the essence of managerial activity includes a regulatory framework that regulates relations within the organization and its relations with the outside world, and also contains a direct pedagogical aspect. To get information about the functioning of this process,



let's take a closer look at the pedagogical foundations of managing a preschool educational institution. In general, the work of a preschool educational institution focuses on creating conditions for introducing pupils to the realities of life from an early age, including children in labor, sports, recreation, and other activities. Communication between children and the organization of free time is also based on personal creative potential, emphasis is placed on the formation of a favorable environment, and this is taken into account in various spheres of life of pupils. The activity of a preschool educational institution is based on the principles of humanity, democratization in relation to children in all parts of the pedagogical process and at all levels of their development, and involves the inclusion of a child in the process of raising a family, activating other areas of personality, and the child himself based on the principles of realization, actualization, and development of inherent potential [4]. At the head of this process is the perception of managerial activity as a cultural phenomenon, which determines the creative processes that determine and stimulate the initiative of management entities to create author programs. Creativity in the management process is an indicator of the high quality of the activity itself, as well as its results, determines the nature of the strategic goal of the team's work and management decisions to achieve this goal. The pre-school educational institution development program serves as the basis for the implementation of educational techniques and techniques. It reveals the essence of managerial activity itself, designates the conditions accompanying the creative and personal development of the pupil and teacher. The program describes in detail the projects of the author's educational programs, which are implemented by the teachers of this institution, suggests methods of organizing the work of specialists and forms of cooperation in the educational process aimed at achieving the goal.; technologies that promote the development of intellectual and creative abilities of preschoolers; criteria and performance indicators of the chosen management style. The preschool development program creates the prerequisites for building a successful sequence of problem solving, acts as a coordinator of the work of the subjects of the management process, and reflects the qualitative characteristics of the process and the result of the activity [4]. The forms of organization of interaction between specialists to ensure the conditions for the individual development of pupils' abilities are represented by a system of interrelated activities: seminars, brainstorming, a round table, a project method, trainings, creative contests. This mutual conditionality of the forms of work makes it possible for management subjects to bring theoretical knowledge to implementation in practice, which undoubtedly ensures the quality of the result of the activity [1]. Thus, the analysis of the study of the pedagogical foundations of management in preschool educational institutions has shown that in order to improve the quality of management activities, constant and systematic work is needed in relation to the structuring of the teaching staff and staff of the institution. It is also important to choose an institution's development strategy and program in the context of humanization and democratization of education. The purpose of managing the development of a preschool educational institution is to create conditions that ensure the development of the pedagogical process as an integrated system and the individual and creative development of the personality of the child and the teacher.

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