



MANAGEMENT IN THE SYSTEM OF PRESCHOOL EDUCATION IN UZBEKISTAN

Submission Date: September 10, 2022, **Accepted Date:** September 20, 2022,

Published Date: September 30, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-09-03>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Mokhinur Akmalova Zafarovna
Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT

The development of the pre-school education system in our country and the radical improvement of the quality of preparation of children for school education have risen to the level of the main priorities of state policy. The article is devoted to the problem of personnel management in the system of preschool education, the content of which considers the organization of forms and management techniques aimed at improving the effectiveness of the educational process and improving the quality of educational activities in a preschool educational organization. Furthermore, this research examines the issues of improving the management of the preschool education system, its content considers the organization of forms and management methods aimed at increasing the efficiency of the educational process and improving the quality of educational activities in the preschool education organization.

KEYWORDS

Preschool education, management, professional skills, personnel resources, techno-quests, development of employees, workforce, productivity, motivation, techniques, organizational forms.



INTRODUCTION

Management in the system of a preschool educational organization is a designed process of interaction between the manager and his employees, aimed at achieving a qualitative result. This is a system of organizational forms, methods, and techniques for managing an organization, aimed at improving its educational process.

The position of education in modern society is complex and contradictory: education has become one of the most important spheres of human activity, the most important component of the socio-economic, cultural and moral development of a person, but with a high social and economic status in this area, crisis phenomena are exacerbated. A new educational environment has emerged - the environment of a crisis society. The Soviet educational system, which successfully solved the problems of that social formation, is hardly “integrated” into the new economy and, accordingly, into the new economic formation as a whole, the most acute problem was the search for the most effective ways to develop education (including professional), with the final unformed doctrine of state development. In this regard, there is an abundance of approaches to the conceptual assessment of the situation, forms and methods of reforming education. Thus, the current state of preschool education, associated with the transition to market relations, dictates the need to improve the management system of preschool educational institutions in the direction of introducing management as a condition for increasing the effectiveness of educational activities based on building relationships with people, that is, through the organizational and connecting component of management. Having carried out a study of the genesis and current state of management in education, we obtained the following conclusions: the main sources

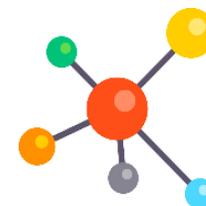
of information about the emergence and development of management in education are the history of education, school studies, the theory of scientific organization of labor, modern theories of education management. The theoretical analysis of the state of management problems in education revealed the need to analyze the communicative component of management activity and develop conditions for its implementation. The analysis showed that the overcoming of negative phenomena in management activity should be facilitated by modern principles of management of educational systems: democratization, humanization of management, unity of one-man management and collegiality; integration, consistency, integrity; creative interaction.

MATERIALS AND METHODS

Every year, according to the State Committee on Statistics, more than 700 thousand children are born in the Republic of Uzbekistan, which increases the burden on preschool educational institutions.

There are still a number of systemic problems and shortcomings that hinder the successful implementation of state policy in the field of preschool education development, including:

- Insufficient number of preschool educational institutions to ensure full coverage of preschool children;
- Low level of development of pre-school education in rural areas;
- Inadequate material and technical condition of pre-school education institutions;
- Understaffing of preschool educational institutions with qualified teaching staff;
- Shortage and low level of managerial skills in the system of preschool education;



- Lack of awareness of parents about the positive aspects and benefits of preschool education in shaping the child's personality;
- Lack of modern educational materials and visual aids;
- Low level of technical equipment and methodological support of existing preschool educational institutions for children with special needs;
- The quality of medical care and the qualifications of medical workers in preschool educational institutions do not fully meet modern requirements.

Administrative, economic and socio-psychological methods of management operate in a preschool educational organization.

There is also a practice of forming a personnel reserve for filling managerial positions. Of great importance here are professional skill competitions, participation in the dissemination of experience, educational techno-quests.

Consequently, personnel management in a preschool educational organization is, first of all, the activity of a leader in the style of an operational, mobile and strategic nature, which is regulated by the requirements normative documents of a preschool educational organization, is carried out openly and accessible to all interested parties. At the same time, the participants in educational relations are both the methodologist, and teachers, and parents, and the head takes an organizational role in the strategic direction of planning and implementing the tasks of preschool education.

In the context of ever-increasing requirements for the quality of preschool education, the benchmarks of which are accessibility, quality, efficiency, its system is radically changing.

Today, modern preschool education is beginning to transform into a new educational paradigm, going beyond the traditional education of the new generation. And in this regard, a preschool educational organization is subject to increased requirements for licensing and accreditation of a preschool educational organization for the purpose of further management.

The law “On Education in Uzbekistan” and the State Educational Standard for Preschool Education in Uzbekistan that have been published help to improve modern preschool education, raising it to a high level of its development [4].

In accordance with the main documents of preschool education currently in force in Uzbekistan, the mechanism of its management activities is being updated. This is confirmed by the emergence of new programs for the reconstruction of buildings, during which equipment is being provided, the material and technical base is being updated, it becomes possible to freely choose the content, forms and methods of education, and conditions are created for kindergarten workers. Thus, there is a change in the attitude of society towards the educational system of preschool education.

But until now, the main problem remains - the management of preschool education is poorly developed.

The management of a preschool educational organization is a system of managerial and organizational forms and techniques aimed at improving the effectiveness of the educational process and its quality. In essence, the educator is the manager of the educational process, and the head of the preschool educational organization is the manager of the educational process as a whole [4]. This means that everyone is engaged in management in the preschool educational institution, but each employee has his own



specifics of participation in it, enshrined in a regulatory document.

The connecting link in the management of the preschool system is the head of the preschool educational institution and other participants in educational relations, the methodologist, teachers, and parents. At present, this is one large educational cell that carries out the direction towards achieving educational goals in the process of becoming a person at a new stage of development through the free choice of forms, methods and management techniques aimed at improving the effectiveness of the educational process and improving the quality of educational activities in a preschool educational organization.

In order to consider the issues of organizing the educational process and disseminating advanced pedagogical experience in a preschool educational organization, a pedagogical council operates. Public issues are handled by the Parents' Council.

The implementation of the management activities of the preschool educational institution is carried out openly and accessible to all interested employees, parents and higher education authorities. In this regard, in open access there is always the opportunity to use electronic resources in order to get acquainted with the life of a preschool educational institution. In other words, this is the organizational educational structure of preschool education, which is aimed at improving the processes in a preschool educational organization necessary to implement and achieve the goals of the organization in the field of education quality in a preschool educational organization. At the same time, the organizational management of these processes is changing, there is a need for an integrated approach to management, responsibility for solving the tasks adopted and the results of management activities appears, which is considered as the quality of

preschool education management. The management of a preschool educational organization is a system of goals and methods of influencing staff.

Target. Employment of competent and interested, creatively savvy employees who are able to quickly and mobile respond to changes.

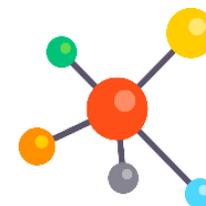
In this regard, in the management system, initially, the setting of strategic goals and the operational direction of preschool education is set to coordinate actions, control and implement its resources.

Strategic planning implements the PEP DO and considers the annual planning and work programs of teachers.

Operational - compliance with the calendar-thematic planning of teachers of preschool educational institutions and diagnostic maps of the development of pupils.

The personnel management system in a preschool educational organization is aimed at ensuring promising activities with successfully working personnel. Therefore, due to their competence, some leaders agree that any problem in an educational organization is considered the cause of the human factor and its resources. Hence, the quality of educational activities in a preschool educational organization can be considered a system of personnel management, on which the implementation of new educational programs of preschool education depends, searching for new methods and techniques of activity [8]. Thus, the productivity of a team of workers with categories with specific responsibilities becomes successful.

Undoubtedly, such a management process helps to maintain an emotional mood for the further development of employees, create favorable conditions for the development of their professional



competence and growth, which increases the interest of employees in work. Therefore, the quality of the educational process is improving, the status and competitiveness of a preschool organization is increasing.

A quality management system is a certain set of organizational structure, processes, documents, responsibilities, authorities and resources necessary to develop and achieve the organization's goals in the field of quality [3].

The head in the personnel structure of the department is the main component of the educational organization of preschool education and management, the purpose of which is to allocate a highly productive workforce. Then, as employees create not only favorable conditions for work, receiving job satisfaction, but also provide an opportunity for further career advancement. Therefore, the main task of the successful educational activities of personnel is to take into account the managerial interests and the leader, and the interests of employees, and other categories in the preschool educational organization in everyday work.

When considering candidates, the manager initially looks at the education of the future employee for the actual work in the position, and not the candidate who seems most suitable for promotion. Then, the set of his professional skills, the available experience of previous years, the conclusions of medical workers, the data of personal characteristics, is interested in the qualities of the individual.

RESULTS AND DISCUSSION

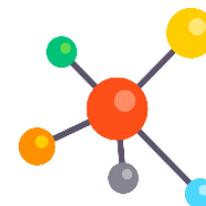
Consequently, in the management of personnel resources, the leader considers the capabilities,

abilities and creative ideas of his employees who are able to conduct and improve the educational activities of the organization to achieve the goals. At the same time, the productivity, motivation and creativity of the staff are the most important basis that largely determines the success of the strategy [7].

In order for management to be successful and productive, the manager must take into account the needs and interests of his employees. Therefore, one of the tasks of personnel management is the motivational management of preschool education.

1. The use of various forms of stimulating the activities of teachers (dissemination of advanced pedagogical experience at various levels, assistance in preparing for participation in prestigious competitions at various levels, certification for a higher qualification category, financial incentives).
2. Monitoring the activities of teachers (identifying successes and shortcomings, broadcasting advanced pedagogical experience, publishing work experience).
3. Delegation of authority (the leader and subordinates work together in master classes, participate in seminars, GMOs, consultations).
4. Creation of conditions for the implementation of the needs and interests of employees.

In the process of management, in order to achieve strategic goals, and in accordance with functional duties and qualifications, the manager distributes responsibilities among all employees, taking into account the qualification category. In case of discrepancy, at the highest level, courses for training, retraining and advanced training of personnel who do not have pedagogical specifics are always created, and they are sent to receive the appropriate education.



The head of a modern preschool educational organization takes into account the issues of motivating employees to achieve their goals, which are determined by traditional labor motives as the need to earn “a living” and specific ones - the prestige of working in a particular educational organization.

Consequently, in its management system they began to actively consider the professional development of teachers, their professional growth and development, which is the process of acquiring knowledge by a teacher, methods of activity that allow him to optimally realize his mission in terms of teaching and socializing children [6].

In order to really successfully manage personnel, it is necessary to have an idea about the strong and weak managerial directions of activity in a preschool educational organization, as well as to know about the promising directions for the further development of a preschool educational organization [5].

By virtue of its powers, personnel management keeps pace with the times. A significant drawback in the implementation of the rules is the lack of thoughtfulness in terms of the implementation of all the requirements of the education system, since the new standard can only be fully implemented in a new educational environment. In this regard, leaders pay great attention to updating the subject-spatial environment in a preschool educational organization, create conditions for pupils, thereby fulfilling the order of society and the state, adhering to the principles and methods of management in the preschool education system.

The principles of systematic work in the management of a preschool educational organization include consistency, continuity, innovation, productivity, which provide for information, regulatory, methodological, legal and record-keeping support for

the personnel management system. To the methods of personnel management - ways of influencing the teaching staff and individual employees in order to coordinate their activities.

Administrative, economic and socio-psychological methods of management operate in a preschool educational organization.

Administrative methods are aimed at labor discipline and adhere to legal norms, their functions include the formation of the structure and functions of management bodies.

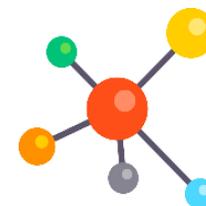
Economic methods are aimed at analyzing the educational process, planning, material incentives and remuneration for employees, compensation, benefits.

Socio-psychological methods are aimed at material stimulation of the team and young employees.

There is also a practice of forming a personnel reserve for filling managerial positions. Competitions of professional skills [10] and participation in the dissemination of experience and educational technologists are of great importance here.

CONCLUSION

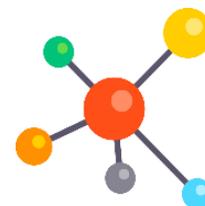
Consequently, personnel management in a preschool educational organization is, first of all, the activity of a leader in the style of an operational, mobile and strategic nature, which is regulated by the requirements of regulatory documents of a preschool educational organization, is carried out openly and accessible to all interested parties. At the same time, the participants in educational relations are both the methodologist, and teachers, and parents, and the head takes an organizational role in the strategic direction of planning and implementing the tasks of preschool education.



Hence, management in the system of a preschool educational organization is a designed process of interaction between the manager and his employees, aimed at overcoming the qualitative result. This is a system of organizational forms, methods, and techniques for managing an organization, aimed at improving its educational process.

REFERENCES

1. Law of the Republic of Uzbekistan "On Preschool Education and Upbringing". Tashkent. December 16, 2019, No. ZRU-595. (National Database of Legislation, 17.12.2019, No. 03/19/595/4160).
2. Resolution of the President of the Republic of Uzbekistan "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" (National Database of Legislation, 30.09.2017, No. 07/17/3305/0038).
3. Regulations on the Ministry of Preschool Education of the Republic of Uzbekistan. No. 929 of the Cabinet of Ministers of November 21, 2017
4. Vesnin V. R. Management: textbook / V. R. Vesnin. – M.: Prospekt, 2012. – 616 p.
5. Pastyuk O. V. Management in the preschool organization in Russia: myth or reality // Kindergarten from A to Z. - 2014. - No. 1. - P. 14-28.
6. Pudenko T. I., Boguslavskaya T. N. To the question of the criteria for evaluating the effectiveness of preschool educational organizations // Education Management: Theory and Practice. - 2015. - No. 2. - P. 13.
7. Mayer A. A. Management of innovation processes in preschool educational institutions: a methodological guide. – M.: Vlados, 2013. – 266 p.
8. Potashnik M. M. Management of the quality of education: textbook. - M.: Phoenix, 2016. - 443 p.
9. Slastenin V. I., Podymova L. S. Pedagogy: Innovative activity: textbook. – M.: Master, 2015. – 431 p.
10. Yakovleva GV Management of innovation activities in a modern preschool educational institution // Theory and practice of education management. - 2015. - No. 4. - P. 5-9.
11. Po'latov Sh. Technology of scientific and methodological management of educational institutions. Study guide. T.: «TAFAKKUR», 2012, - 8 p.
12. R.H.Djuraev and S.T.Turgunov. Education management. T.: "VORISNASHRIYOT", 2006. 23-p.
13. Urolov Q. Pedagogical conditions of targeted management of educational institutions. Abstract. T.: 2008 y.
14. Sharipov, Sh. (2020). Professional trainig development as a main aspect of pupil's creative abilities development. Архив научных публикаций jspi.
15. Sharipov, Sh. (2020). Creative Activity As A Factor In Developing Future Specialists'professionalism. Архив Научных Публикаций JSPI.
16. Chudakova, V.P., Sharipov, Sh.S., Chuprova, L.F., & Baratov, Sh.R. (2019). Psychological support of the educational process: psychological service at school - creation, current state and prospects. Osvita and development of gifted specialties, (2), 39-46.
17. Sharipov, Sh. (2020). Inventive Creativity As A Factor Of Forming Professionalism Of Future Specialists. JSPI Scientific Publications Archive.
18. Sharipov, Shavkat (2020) "Symbiosis of civilizations as an important factor in the formation and development of scientific thinking in Uzbekistan," Mental Enlightenment Scientific-Methodological Journal: Vol. 2020 : Iss. 1 , Article 33.



Available at:

<https://uzjournals.edu.uz/tziuj/vol2020/iss1/33>

19. Sharipov, Sh. (2020). Best experience of developed countries 'transition to a democratic style of education governance. JSPI Scientific Publications Archive.
20. Sharipov, Shavkat and Rakhmonova, Gulrukh (2021) "Successive Development Of The Creative Person In The Continuous Education," Mental Enlightenment Scientific-Methodological Journal: Vol. 2021 : Iss. 4 , Article 1. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss4/1>
21. qizi Akmalova, M. Z. (2021). FORMATION OF MANAGEMENT OF PRESCHOOL EDUCATION OF THE MODERN FORMATION IN THE NEW SOCIAL ENVIRONMENT OF UZBEKISTAN. Mental Enlightenment Scientific-Methodological Journal, 2021(06), 46-54.
22. Akmalova, M. (2021). Maktabgacha ta'limni boshqarishda pedagogik xodimlar bilan ishlash tamoillari. Maktabgacha ta'lim jurnali.
23. Akmalova, M. (2022). Maktabgacha ta'lim tashkiloti direktorining boshqaruv vazifalari. Maktabgacha ta'lim jurnali, 1(Preschool education journal).
24. Akmalova, M. (2021). O'zbekistonning yangi ijtimoiy muhitida zamonaviy maktabgacha ta'limni boshqarishning umumiy tamoyillari. Maktabgacha ta'lim jurnali, 3(Preschool education journal).
25. Akmalova, M. (2021). Talim–tarbiya jarayonini zamonaviy tashkil etishda tarbiyachining pedagogik mahorati. Maktabgacha ta'lim jurnali.
26. Akmalova, M. (2021). Zamonaviy Maktabgacha ta'lim faoliyatini tashkil etish. Maktabgacha ta'lim jurnali, 3(Preschool education journal).