

PRESCHOOL EDUCATION MANAGEMENT

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Annotation

It is known that education is the process of transmitting certain socially significant information to the younger generation. In preschool, it takes place in the classroom, on trips, in games, in communication with parents, and so on. One of the most ancient forms of human activity, child rearing has undergone significant changes over its centuries-long history of development, evolving from a day-to-day process into a complex of science-based systematic interactions based on the results of creative and creative activity. In the process, it is necessary to study the management of the pedagogical process in preschool education in the context of the introduction of pedagogical technologies. The article also examines these processes.

Indeed, the initial stage of education is preschool, where a child acquires moral values, gains experience in communicating with adults and peers, reveals creative potential through play and teamwork, and develops elementary skills in learning activities.

In the context of implementing pedagogical technologies, we studied the management of the pedagogical process in a preschool educational institution and developed a management model. The algorithm of managerial actions based on the created model of pedagogical process management unites teachers, parents, and the children's community into a single educational environment that ensures age-appropriate development and emotional well-being of children.

The core of the proposed model lies in the manager's administrative actions, which bring about dynamic and positive changes in organizing the pedagogical process at the stage of introducing pedagogical technologies in a preschool educational institution.

Within the paradigm of preschool education, when transforming the object of management, the model of pedagogical process management has the following characteristics:

- the specific features of the educational and upbringing process at its developmental stages;

- coordination and interconnection of the continuous stages of preschool and primary education;
- the social responsibility of the preschool educational institution;
- interaction of the preschool educational institution with society, family, school, public organizations, and higher education institutions, as well as the expansion of the boundaries of preschool educational institutions' activities;
- cooperation between adults and children based on the principle of humanism.

In addition, the following requirements are imposed on the management model:

- its adaptability to rapidly changing socio-economic and pedagogical conditions, and its openness, which allows management actors to timely introduce new structures and content into the system;
- elimination of the imitative nature of preschool education management, creation of a creative environment, and rejection of excessive rigid regulations;
- staff of educational organizations should be oriented toward continuous renewal and ensuring the sustainable development of preschool educational institutions.

The organization of the pedagogical process is regarded as a complex system consisting of certain interrelated elements. These elements include the goals, objectives, means, forms and methods that determine its functioning, as well as the subject and object of management, its principles, and functions.

Under the conditions of implementing innovative pedagogical technologies, the specific features of constructing the pedagogical process are emphasized, in which individuality, the normal course of child development, and the uniqueness of the preschool childhood period are preserved. These features evolve in connection with changes in society, the formation of new ways of thinking and worldviews, and the development of psychological and pedagogical science.

The goals that determine the activities of management subjects correspond to the aims and objectives of the pedagogical process: the development of the child's personality and the formation of the child's need to understand the world and oneself. Therefore, the main condition for the activity of a preschool educational institution is the recognition of the uniqueness of each child's personality by all members of the educational community.

The task of shaping the child's personality as a preschool learner is most successfully accomplished when the managerial actions of the head of a preschool educational organization are harmonized with teachers' aspirations to provide pedagogical support to the child in their development and formation, to improve

teaching methods, and to implement the institution's own management concept. The implementation of such a concept largely depends on the set of management principles. *Management principles* are understood as the basic rules that guide the activities of the management subject and ensure their implementation under specific socio-economic conditions.

The analysis of specialized literature and the experience of organizing the pedagogical process in preschool educational institutions made it possible to identify the following management principles: goal-setting, complexity (systemic approach), democratization, and the psychological orientation of teaching and upbringing models. All these principles serve as guidelines for action in a developing and innovative preschool educational institution and form the basis for renewing its activities.

Taking into account modern conditions, a comparison of management functions in domestic and foreign research allows us to identify the following structure: information and analytical, control and diagnostic, planning and prognostic, regulatory and corrective, motivational, and goal-oriented functions.

A distinctive feature of these management functions is their interrelatedness:

- the information and analytical function involves increasing the effectiveness of management activities under conditions of democratization through the selection of information that must be comprehensive in scope and specific in nature; as a result of pedagogical analysis of data on the activities of each unit of the educational institution, the manager's administrative actions are formed;

- the motivational and goal-oriented function implies the desire to achieve the intended results (this function helps ensure that all members of the team perform their work in accordance with the responsibilities and plans assigned to them, and links individual and collective needs for achieving goals);

- the planning and forecasting function ensures a combination of long-term forecasting and current planning of the activities of preschool educational institutions;

- the organizational and executive function applies to each management cycle and includes the implementation of a learner-centered model of organizing activities in a preschool educational institution, practical distribution of tasks, and rational organization of work;

- the control and diagnostic function includes the integration of administrative and public control in a preschool educational institution with self-analysis by participants in the pedagogical process (mutual classroom visits among teachers when organizing various types of children's activities, open days, parent surveys, etc.);

- the regulatory and corrective function involves making adjustments to the management of a preschool educational institution through the use of operational feedback mechanisms.

Over the past decades, profound changes have taken place in the preschool education system, which have had a significant impact on the issues of teaching, upbringing, and management at the current stage of educational institution development. Just over five to six years ago, preschool educational institutions were literally on the verge of survival; however, major changes in regulatory, administrative, and economic conditions have made it possible to modernize all components of preschool education. A clear trend has emerged toward searching for meaningful directions and distinctive forms of education that enable preschool educational institutions to find their own identity and bring vitality and creativity into their work.

Until recently, the practice of standardizing and unifying preschool educational institutions prevailed; however, it has been replaced by diversity in types of institutions, variability of curricula and educational programs, and the introduction of new technologies. Current guidelines for the modernization of the Russian education system—accessibility, quality, and efficiency—place increasing demands on preschool educational institutions. The organization of preschool education system development is possible only through the design and implementation of innovations that contribute to qualitative changes in the activities of preschool educational institutions and facilitate their transition to a qualitatively new stage—the development mode.

The system-forming factor of a pedagogical system is management, and the art of managing the educational process is pedagogical management, that is, a set of principles, methods, organizational forms, and technological approaches to managing the educational process that contribute to increasing its effectiveness and quality. Pedagogical management is only beginning to assert its position within pedagogical science and the practice of educational institutions.

Pedagogical management sets as its goal the management of educational institutions and the educational process, the essence of which lies in a learner-centered approach and in directing activities toward the final goal through continuous monitoring and adjustment. In a preschool educational organization, two levels of management can be conventionally distinguished: the first level—teachers and the staff team; the second level—the teacher and children.

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