



PEDAGOGICAL TECHNOLOGIES OF ORGANIZING MANAGEMENT IN THE ORGANIZATION OF PRESCHOOL EDUCATION IN THE CONDITIONS OF MARKET ECONOMY

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Abstract: The article analyzes new pedagogical technologies for increasing the efficiency of management in preschool educational organizations, and also scientifically substantiates the fact that in the conditions of a market economy, an authoritarian management style was abandoned and a liberal status was achieved. substantiated. Because the development of developed countries today shows that where there is attention in the education system at the level of freedom and public policy, there education develops.

Keywords: New Uzbekistan, Market economy, Preschool educational organizations, director, modernization, manager, management, pedagogical technologies.

Introduction. Over the past eight years, fundamental changes have taken place in the preschool education system, which has had a serious impact on the problems of teaching, upbringing and management at this stage of the development of the educational organization. Literally 8-10 years ago, preschool education organizations were on the verge of survival, but in recent years, significant changes have taken place due to regulatory, legal, administrative and economic reforms. This made it possible to modernize all levels of preschool education. The uniqueness of the preschool education organization and the meaningful instructions that allow the team of leaders and pedagogues working there to enjoy their activities and the tendency to search for new forms of education in the field of preschool education are today's preschool education. It corresponds to the existing standards in the educational system.

The pre-school education system is trying to fulfill the tasks set for the new stage of the historical development of New Uzbekistan, to bring the education of our nation's children to modern educational platforms. The unification of preschool education organizations, which was common until recently, has been replaced by the diversity of their types, the diversity of curricula and programs, and the introduction of new technologies. The current guidelines for the modernization of the education system of our country - availability, quality, efficiency - have increased the requirements for preschool educational organizations. The organization of the development of the preschool education system is a natural process related to the development of innovations that contribute to qualitative changes in the educational activities of preschool educational organizations and are expressed in their transition to a qualitatively new stage, that is, to the development mode.

In the conditions of the market economy, social and economic reforms of New Uzbekistan present many problems to preschool educational organizations that many managers (kindergarten heads) are not sufficiently prepared to solve. In the modern conditions in the field of pre-school education, obtaining a second degree in the specialty of "Organization Manager" is required by the factors that raise the quality of education to a new level today. In this regard, preschool educational organizations joined this process. Today, a new generation of leaders is being formed, and they are bringing the practice of kindergarten management to the preschool education system in a new way, using the latest knowledge in the field of

preschool education. It is natural that the educational organizations managed by them have the highest qualification status.

It is extremely necessary to provide the field of preschool education with managers armed with innovations. That is, managers who can respond to market requirements should be efficient and quickly able to learn from the promotion of a scientific idea to the implementation of its practical mechanisms.

The concept of "management" in the science of pedagogy is closely related to the concept of "pedagogical management" at this stage of educational development. First of all, it is necessary to develop preschool education with the emergence of management as an independent field of knowledge. Second, the need to learn management theory in pedagogy and practice, the growing demands of life and society for educational services, the commercialization of education, the requirements for establishing a system of paid services should be presented to the state preschool education system. Currently, it is common to equate the terms "management" and "management" in scientific publications and at the practical and everyday level.

Socio-economically, these concepts are like different names of the same phenomenon[1]. In the broadest sense of the word, management is the process of planning, organizing, motivating and controlling any activity [2]. The phenomenon of "management" as a scientific category was discussed for the first time by L. Brandeis in 1910 and was presented in the theoretical foundations of the concept that the organization and content of the management process itself can have a significant impact on efficiency.

Literature review. The problems of management are presented in the works of foreign scientists D.M.Gvishiani, I.N.Grechnikova, P.Drucker, D.Carnegie, V.S.Lazarev, A.Maslow, S.G.Molchanov, M.M.Potashnik, K.Rogers and others.

Researchers such as M. M. Potashnik systematize the methods of management in the educational organization rather superficially by lists and names, methods of planning, methods of organization, methods of analysis, methods of control, methods of stimulation ... [3] and others, their classification is not based on any basis would not offer.

In this way, we propose to evaluate management in relation to time in our research. In any case, management is inseparable from its temporary component - planning. After all, as E.E. Vershigora pointed out, "...planning is the development of a plan that determines what should be achieved and with what tools in accordance with time and space..." [4].

The famous local biologist A.A. Lyubishchev also dealt with the problem of working time, who became famous in the 70s of the 20th century as the author of the idea of time-based management of individual working time. It is the basis of time management in production.

Unfortunately, the most common English version of the name of the phenomenon currently discussed in domestic and foreign science is "time management" (from the English words "time" - time and "management" - management) usually translated as "time management" "[5]

Time management emerged as a relatively independent branch of management theory and represents several interdisciplinary research directions on the theory and practice of methods (methods, technologies, tools) of optimizing time costs in various areas of professional and ordinary human activity.

Research Methodology. The modern education system makes more and more demands on the director of a preschool education organization, but in such an important field as management, the director's skills are the strongest requirement. Increasing the level of education is mainly related to the interest of the director of the educational organization in the development of the quality of education, to feel the specific features of the situation and to make changes in management activities at the right time.

The orientation of the educational organization to high performance indicators represents a number of requirements for the appropriate level of management. Based on new approaches to the management of the preschool education system, a modern director should have the qualities of a competent specialist, as well as a high professional culture of communication and moral and ethical standards.

At the current stage, many scientific works that reveal some aspects of the problem of managing a preschool educational organization do not provide the manager with a clear, comprehensive understanding of the nature and methods of performing management activities, but appear in the context of the transition to self-financing . A number of objective and subjective reasons and contradictions prevent solving this problem.

These are: First, the theoretical and practical underdevelopment of the management problem in the preschool education organization;

Secondly, lack of management culture in the new conditions of self-financing in the preschool education organization;

Thirdly, the lack of connection between the theoretical approaches developed in the humanitarian management model and the insufficient development of modern technologies and their implementation;

Fourth, between the existing traditional subject-object management system and the need to change the relations between the participants of pedagogical management at the level of subject relations, to ensure a new character of management, cooperation, partnership, market economy. The problems between the growing demands for the professional activity of teachers-educators working in the development mode and the insufficient level of their qualifications corresponding to the education of the child's personality development require us today to transform education in accordance with the child's age. is doing

Overcoming the above difficulties and contradictions allows the head of a preschool educational organization to transition from an episodic, insufficiently managed educational organization to an effective implementation of a managed organization in each specific preschool educational organization in the context of transition to independent financial activity.

Today, there are various preschool education organizations in the preschool education system, improved pedagogical technologies and methods are being created and used in practice, and innovative activities are becoming popular. Mainly, the directions and requirements of preschool education are being changed. That is why a director of a new generation who can solve problems in the field of preschool education at a modern level is needed.

The new generation director must implement a differentiated approach to working with the team, taking into account their abilities, as well as their needs and professional requirements. It is important for the director to approve the initiative of employees, to contribute to the development of their creative potential, and also to motivate each employee to action. Today, a specialist with modern pedagogical methods of influence, as well as management skills, is needed.

A modern director of a preschool educational organization has a lot of pedagogical technologies in his work process. The list of control technologies includes:

1. Management of the quality of teaching personnel. This task is understood as determining the number of pedagogic personnel and their composition, at the same time, this task includes the system of professional development, the organization of collective work and the system of payment for labor.
2. Management of the quality of education and upbringing of preschool children.
3. Management of the quality of educational technology. The design of various educational technologies plays an important role in the modern education system.
4. Material and technical management includes quality control, use of equipment and allocation of training rooms.
5. Quality management of educational infrastructure.
6. Management of information-methodological supply includes the use of the most effective methodological schemes for organizing search processes and analyzing important information.
7. Covers curriculum quality management, curriculum, event organization and qualification requirements.
8. The fact that the director knows and applies the laws in his work means organizing the observance of rights and duties by the entire team.
9. The fact that the director is a psychologist-mediator, the director should create an atmosphere of mutual understanding and trust not only in the team, but also between parents and children. The ability to resolve conflicts in the team is a very important task of the director of the preschool education organization.
10. The organizational task includes the creation of a certain structure, internal order. Organizational skills consist of the following qualities: professional competence, community, sense of teamwork, demandingness, activity and purposefulness.
11. Supervision and coordination of activities, if necessary, includes making changes in the work if deficiencies are detected during the supervision. This task implies that the director should be demanding, active and fast. Demonstrating these organizational skills will help the director to timely identify

shortcomings in the team's work and analyze approaches to their prevention.

Also, control is the process of obtaining information about the process of changing external and internal indicators in the activity of a preschool educational organization, and then eliminating negative consequences for the implementation of planned actions. Management as a task cannot exist without other tasks and exists together with other tasks. The mentioned pedagogical technologies show the responsibilities of the director of the preschool education organization.

Management culture becomes a condition for effective management activity, and also appears as a characteristic of the manager. The essence of the management culture of the director of a preschool educational organization is to know the principles, organizational forms and technological methods of managing the educational process. Management culture is manifested in the process of management activity, is related to consciousness, behavior style and communication, as well as directly related to the professional activity of the manager.

Increased attention to innovations and innovative management is required by the life of the current society, after all, the implementation of innovative processes in new products and new techniques is the basis of its social and economic development.

Innovation is the final result of innovative activity in the form of a new or improved product (goods, work, services).

Conclusion. Thus, in order to effectively and rationally manage a modern preschool educational organization, an educational manager - headmaster, director, director must thoroughly master the basics of management, a positive constructive approach of the director and modern effective strategies and methods of managing preschool educational organizations based on leadership tasks, and the team must understand the technologies of working with

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