

## MONITORING THE DEVELOPMENT OF THE PROFESSIONAL AND PERSONAL POTENTIAL OF A MANAGER IN MANAGING A PRE-SCHOOL EDUCATIONAL INSTITUTION

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### ABSTRACT

This article discusses the importance of monitoring the development of the professional and personal potential of a manager when managing a pre-school educational institution.

**Keywords:** Monitoring, head of preschool education, development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The process of developing the professional and personal potential of the head of a pre-school educational institution necessarily involves monitoring in this direction.

As a result of the analysis of psychological and pedagogical literature, it was revealed that the personality-professional readiness of an individual for the activities of the head of a pre-school educational institution includes three components:

- 1) motivational and value component associated with the awareness of the purpose of the activity, emotionally positive attitude to their profession;
- 2) a cognitive-volitional component, reflecting the peculiarities of the development of professionally important personal qualities of DOW managers;
- 3) operational-effective component, representing a set of professional knowledge and skills to implement the managerial functions of the head of preschool education.

Since the ascertaining stage of the experiment was conducted at the beginning of the refresher courses for managers of preschool educational institutions, we thought that the majority of participants did not have enough knowledge of management theory and did not fully form the basic management skills. Therefore, the experiment was devoted to the study of the potential personal and professional readiness of deputy heads and methodologists for the activities of the head of the DOE, i.e. ideas about future professional activities, attitudes towards it and the peculiarities of development of professionally important personality traits of future managers of pre-school education. The goal of the ascertaining stage of the experiment was to determine the potential personal and professional readiness of deputy leaders and novice managers for the activities of the head of the pre-school educational institution.

Researchers (A.A. Galochkin, M.I. Dyachenko, A.A. Kandybovich, V.P. Kozhokar, A.T. Koldenkova, G.P. Kolev, N.V. Kuzmina, T.A. Markova, VA Slastenin, NN Ryabukha, VA Yadov, VA Yakunin, and others) note that a motivational and valuable positive attitude towards the profession being mastered, interest in it are the main criteria for a specialist's readiness for professional activity.

The self-assessment of the development of abilities for pedagogical activity was diagnosed in our study according to the method of V.A. Krutetsky, in which teachers must assess the development of their pedagogical abilities by parameters: didactic, academic, organizational, communicative, perceptual, prognostic, volitional, distribution of attention and speech.

It can be assumed that it was only due to its developed strong-willed, didactic abilities and developed speech that this group claims to further develop its professional status, which is why it was chosen as an experimental one.

The development of motivation for professional activity was studied by the method of testing according to the questionnaire A.K. Markova, in which the components of professional motivation were determined by the following indicators:

- social status motivation,
- the motivation of the reliability of professional activity, motivation for belonging to a certain professional group
- motivation of rivalry, recognition motivation, power motivation,
- motivation for a sense of independence,
- achievement motivation.

The motivation of the feeling of belonging, as a special feeling of “We”, developed only in highly developed groups, in these groups is expressed in an average degree (59.3% and 68.4%), which indicates the predominance of isolation over identification among the subjects at the time of the study.

The motivation of rivalry, personal recognition and motivation of power in groups is expressed quite clearly (58.7% and 64.3%; 62.1% and 64.4%; 69.1% and 62.8%), which indicates the development of motivational qualities required for the head of the institution.

The motivation for personal independence and the motivation for personal achievement in the experimental group are slightly lower than in the control group (58.7% and 62.1%; 56.9% and 66.7%), which indicates a lack of willingness to show their ideas and innovations in professional activity.

At the same time, the obtained results of personal qualities that impede pedagogical management activities are expressed quite high in both groups: neuroticism, as an indicator of increased reactivity to any external manifestations, is expressed in the experimental group by 61.8% (in the control group - by 56.2%). This parameter indicates that such managers may show an excessive, often inadequately vivid response to everyday events.

The future leaders of the experimental group are rather disinhibited (43.6%), are not mentally balanced (48.2%), are overly absorbed in their problems and feelings (introversion 34.8%), and also are not confident enough (shyness - 37.9%). Moreover, anxiety is expressed in the group at a high level (60.5%), which indicates a lack of personal potential readiness to optimally perform the professional duties of the head of a pre-school educational institution.

To collect information on the development of an operational-effective component, representing a set of professional knowledge and skills of the subjects, allowing them to realize the managerial functions of preschool education managers, we used the method of self-analysis of the conformity of our knowledge and skills in accordance with pedagogical standards for teachers and kindergarten managers

For this purpose, we developed a questionnaire on the ability to plan and evaluate the pedagogical activity of employees. The standards of the operational and effective component of the personal potential of DOW managers were:

- the ability to develop plans based on national standards, goals of pre-school institutions and the individual needs of children,
- using a systematic approach in observing and evaluating the activities of caregivers in facilitating the development of the success of each child,
- professional development in regular assessment and improvement quality and efficiency of their work, active cooperation with their employees, striving to improve the practice of working with children and their families.

The constituent components of each standard were indicators: 1. Understanding the importance and implementation of thoughtful, long-term planning of the activities of a preschool institution

- Development of plans based on national standards and involving the use of active learning methods measurement methods for determining development success;
- Development of plans taking into account all areas of development of children of all age groups. Preparation of thematic blocks and projects based on the interests of children;
- Definition of basic concepts, ideas and skills that teachers need to teach children to achieve the necessary goals of the program.

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