

THE QUALITY OF MANAGEMENT OF A PRESCHOOL EDUCATIONAL INSTITUTION, AS A COMBINATION OF ITS PROPERTIES AND CHARACTERISTICS

Gulchehra Shirbacheeva

Lecturer, Department of Methods of Preschool Education
Tashkent State Pedagogical University
Tashkent, **UZBEKISTAN**

ABSTRACT

This article discusses the essence of the quality of preschool education, the goals of managing the quality of the educational process, which highlight the main types of activities that contribute to the implementation of these goals in the educational process that contribute to the diverse development of the child to a level corresponding to his age-related capabilities and the requirements of society, preserving his health and ensuring the success of the transition to the next age period.

Keywords: Education, training, development, preschool child, quality of education, mechanism, management, functioning, process, characteristics, totality, problem, efficiency, formation, interconnection.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The priority of the quality of education as the core of educational policy makes urgent the problem of finding effective mechanisms for managing it at all levels of the educational system, starting with a preschool institution. The latter has a particularly important role, which is determined by the uniqueness of preschool childhood as a period of the diverse development of the child, the formation and formation of the foundations of a “cultured person”.

Preschool, being one of the types of educational institutions, of course, has common features inherent in any of them, related to their common focus on the upbringing, education and development of children. Meanwhile, the functioning of preschool institutions differs significantly from the processes occurring in other educational institutions, due to the specificity of the age of children contained in them.

By the quality of preschool education, we mean a combination of its properties and characteristics, the implementation of which in the educational process contributes to the diversified development of the child to a level corresponding to his age-related capabilities and the requirements of society, maintaining his health and ensuring the successful transition to the next age period.

The quality of preschool education should be considered as a generalized measure of the effectiveness of the preschool educational institution, which is manifested in guaranteeing a level of educational services provided that satisfies the expectations and needs of their consumers (society, children and their parents) and complies with state standards.

Thus, the essence of the quality of preschool education is manifested in the following three parameters:

- the level of achievement of preschool goals by preschool education;

- compliance of this level with established standards;
- the degree of satisfaction of requests and expectations of consumers of educational services provided by a quality-providing educational organization.

The main categorical characteristics of the quality of preschool education are the systemic - structural nature, factors - conditions, variability, properties, quantity, measurement and evaluation.

From a systemic and structural point of view, the quality of preschool education is considered as a whole, consisting of three groups of components:

- components of the extract level (quality of target functions, quality of principles, quality of state educational standards, quality of the educational process and its results, quality of resources and conditions necessary for the implementation of the educational process);
- components of the functional level (a hierarchical set of integral and simple properties inherent in the educational process, its results and their constituent elements);
- components of the operational level (quality of subprocesses and operations occurring in a holistic educational process).

The integral properties and quality characteristics of the preschool educational process are:

- values and norms that represent a set of principles that ensure the implementation of the educational process aimed at preserving the intrinsic value of preschool childhood;
- adaptability - the educational process is focused on age and individual characteristics of children, the expectations and demands of the family, the requirements of the state and society;
- dynamism - a positive change in the educational process, based on changing social needs;
- stability - stability of the basic elements of the educational process in the transition from real to potential quality of preschool education; its result is reliability - the ability of the educational process to function within the specified parameters, clearly, without failures, performing basic functions and achieving main goals;
- integrity, implying the unity of all components of the educational process (goals, content, forms, methods), their general focus on the full development of the child;
- resource provision - the availability of resources and conditions necessary for organizing a high-quality educational process.

The totality of all these properties inherent in the educational process, testifies to its organization - a synthetic integral quality-forming property.

Integral properties reflecting the quality of preschool education -result include efficiency and productivity.

Efficiency is differentiated by pedagogical effectiveness, determined by the level of development of the basic characteristics of the child's personality, and medical and social effectiveness, characterizing the degree of preservation of his health.

In turn, productivity lies in laying the foundation for the development of the child, ensuring the success of his further education.

The quality of preschool education is characterized by the ability to change under the influence of external and internal factors, and this determines the possibility of its formation, i.e. managerial influences. A special role in shaping the quality of preschool education belongs to internal factors that are subject to change by the teaching staff of the preschool institution.

Among them, the most significant is the professional competence of the teacher as a carrier of sociocultural experience and the guarantor of the quality of preschool education.

It is extremely important to ensure the relationship between factors and conditions - the environment in which they operate, and which either enhances or weakens their impacting capabilities. The quality of preschool education is measurable, in connection with which the development of a list of indicators quantitatively expressing its integral and simple properties, as well as determining the mechanism for conducting measurement and evaluation procedures, is of particular importance.

Another characteristic feature of the quality of preschool education is axiologicality, which expresses the degree of conformity of the educational process of the preschool institution and its results with the values, capabilities of the child, the expectations and requests of his parents, society, state requirements, as well as the compliance of the result with the efforts expended.

All of the above characteristics of the quality of preschool education that make up its integral model are fundamental to understanding its essence and serve as a methodological guideline for developing a strategy for managing it in a preschool institution as a quality-providing educational organization.

There are rules for the formation of quality management goals of the educational process, where the main types of activities that contribute to the implementation of these goals are highlighted. We referred to these types of activities: improving the quality of the educational process's potential, modernizing the organizational structure in the direction of establishing its conformity with the managed object, adapting the functional composition to the goals of quality management, creating a regulatory framework that regulates quality requirements, introducing the necessary informational support for the transition of a preschool institution to a new one the quality of education, the formation of an organizational culture, the core of which is human kocentrism.

The activity carried out at the implementation stage is the creation of an organizational structure that can successfully solve the problems of managing the quality of education.

The main activities carried out in this direction were:

- Creation of a three-level management structure that promotes timely communication of management decisions to the executor: I level - manager, II level - functional services, III level - teaching staff;
- introduction to the linear-functional structure of matrix units that ensure the implementation of certain functions of education quality management - the Board of Trustees, groups for the examination of the quality of education, temporary creative teams;
- distribution of powers and responsibilities between staff and links in solving problems of education quality management.

The head of the preschool educational institution performs functions aimed primarily not at obtaining the effect of functioning, but at the development and improvement of the managed object, at the development effect. These functions included analytic - prognostic, design, coordination, as well as the functions of personnel, regulatory, material, financial support, stimulation, evaluation of the effectiveness of (external and internal) management.

Subjects of the second level of the management vertical perform the functions of current planning, monitoring, translation of innovative experience, methodological, material, technical,

socio-pedagogical, medical and social, information support, organization of the experiment, accounting and reporting.

Subjects of the third level of the organizational structure carry out the functions of the current planning of the educational process, the implementation of quality assurance measures, current and final quality monitoring, software and methodological support, experimental testing of innovative educational programs and technologies, accounting and reporting.

A clear delineation of managerial functions and assigning them to the subjects of management ensures the organization and coherence of the activities of members of the preschool institution in solving problems of ensuring the quality of education.

A preschool institution can be a truly quality-providing educational organization if an organizational culture of a human-centric orientation has been formed in it, suggesting:

a) the creation of an educational environment, the essential feature of which is the preservation of the self-worth of preschool childhood in unity with ensuring the completeness and integrity of the development of each child; b) expanding the scope of authority and responsibility of teachers for quality education, creating conditions for their professional growth and self-expression.

Such an organizational culture, providing a high level of self-organization and self-development of an institution, makes it possible to transition to a new state, which determines the achievement of a quality education that is adequate to the capabilities of children and the socio-cultural needs of society.

This allows us to consider an organizational culture characterized by human-centrism, the system-forming basis of the quality-providing potential of the preschool institution, and a specific quality management mechanism.

The general mechanism (strategy) of quality-oriented management in preschool education is the implementation of a certain hierarchical scheme of managerial influences (stabilization - development - tracking), each component unit of which fulfills its specific purpose. Stabilization is aimed at ensuring normative values of quality indicators and maintaining them at a constant level, development - at achieving increased values of such indicators; tracking implies the possibility of arbitrary changes in indicators within acceptable limits. Management organized in accordance with this scheme, ensuring the transition of a preschool institution from real to potential quality of education, is acquiring a progressive orientation.

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