

## KINDERGARTEN, AS THE FIRST COMPONENT, RURAL EDUCATION SYSTEMS

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### ABSTRACT

The article focuses on the role of preschool educational institution in the system of rural education, as one of the important directions of the development of the village. The role of the head of preschool educational institution.

**Keywords.** Preschool educational institutions, rural education, social order, a portrait of the pupil, the head.

### INTRODUCTION

Modernization and innovative development is the only way that will allow Uzbekistan to become a competitive society in the world of the XXI century, to ensure a decent life for all our citizens. The key issue of modernization of education is improving its quality.

In conditions of solving these strategic problems, the qualities of an active personality are in demand: initiative, responsibility, the ability to think creatively, set goals independently to achieve results, make informed decisions and choose them from many alternatives. All these skills are formed from childhood. And, of course, the mastery of their basics takes place in a preschool.

A preschool educational institution should create such an educational environment that creates the conditions for the formation of a common culture, personal qualities that ensure social success. The main tasks of modern education are the disclosure of the abilities of each child, the education of a decent and patriotic person, a person ready for life in a high-tech, competitive world.

Education should be built so that graduates can independently set and achieve goals, skillfully respond to different life situations. Kindergarten, as a home and the world of children, is a problem for adults. What should it be for our children to grow up to be truly successful, happy, accomplished people? Many people think that pre-school education is the first step in the education system, and this is, if not a small school, the place where they prepare for it.

But the life of a preschooler is not preparation for school, but already life, wholesome and very significant, but only on condition that the development of the child is planned and carried out taking into account his needs and capabilities. Important in solving many issues of preschool education, the role of the head of preschool educational institutions (PEI).

Material and methods. The leader must quickly feel the time, anticipate and predict any situation, flexibly adapt to all the requirements of life, take reasonable risks. Life forces a leader

to study and turn into a manager, lawyer, psychologist, designer, etc. to be wise, to show high professionalism, high efficiency, be responsible for the implementation of the educational process in the institution and, of course, for improving the quality of the results of the work of the teaching staff.

In my opinion, the role of the leader in education is to be able to set the task of developing and improving the system of which he is the manager. At present, the leader should be an expert and a strategist in the field of preschool institution activity management, capable of setting, predicting and assessing the degree to which the goals and results of child education, the activities of employees and the entire preschool educational institutions (PEI) are consistent, as a social unit, that is, to manage quality educational process.

Results and discussion. The methodological and theoretical foundations that help in determining approaches to solving problems related to the professional activities of the head as the subject of educational institution development management were taken:

- on general theoretical issues of education management - T.I. Shamovoi, V.I. Zvereva, Yu.A. Konarzhevsky, V.S. Lazarev and others;
- on the philosophical, psychological and pedagogical foundations of personality development, the formation of self-awareness, value orientations, worldview, activity, subjectivity of the child and teacher - A.G. Asmolova, L.S. Vygodsky, S.L. Rubenstein, A.N. Leontiev et al;
- on the management of preschool education - K.Yu. White, O.M. Knyazeva, P.I. Tretyakova, R.B. Sterkina and others.

Rural education also faced a number of challenges. What should a modern village be like? What areas should be prioritized in their development? What factors influence its development? What is the basis for the well-being of a rural resident? Answering these questions, we single out three main components of rural education that determine the educational space of the village - this is the production sphere, the sociocultural sphere and the sphere of education.

Rural education from the perspective of education is today one of the important areas of rural development. Another question is whether the modern rural education meets the requirements that modern society makes, how high-quality and viable is it? The answers to these questions should be sought by the rural pedagogical community itself. We ourselves must fight for a place in the sun.

Our task is to correlate the offer of educational services of the rural community. And this is possible only through the search for new approaches in education, only through innovative activity. Considering rural education as a whole, we can distinguish the following components: pre-school education, school, additional education. Such a model ideally represents the structure of rural education.

Preschool childhood is the time of the initial formation of the personality, the formation of the foundations of self-awareness and individuality of the child. In preschool age, the basic mental properties are laid, which predetermine its further development.

Simply put, providing preschool education, we in a certain way influence on:

- development of the educational environment of the village;
- building a single educational space kindergarten - school - family;
- the formation of demand for various goods.

And today, a preschool institution, as an element of a unified system of rural education, plays a role not only as a representative of preschool education. Kindergarten determines the

foundation for the development of the village, on which superstructures of all spheres of rural life are implemented. That is, in essence, preschool education acts as the basis of rural education, and lays the foundation for the further development of the rural child. This is achieved through filling the content of educational programs. There are conditions for the development and implementation of educational programs that are implemented in parallel with the foundation, but at the same time expand the educational space of the preschooler and his parents.

The uniqueness of the situation that has developed in rural society today has made it possible to state some contradictions:

- between the need to develop a socially competent person and the insufficiently clear construction of a system of interaction with family and other social partners;
- between the existing program - methodological, material and technical support of the rural preschool educational institution and the organization of the educational process that meets modern requirements.

Without resolving the indicated contradictions, it is impossible to raise the question of the quality of education and the analysis and evaluation of the social order. To achieve these goals, strategic directions were developed and implemented in our preschool institution. On the basis of regulatory documents and a social order, an educational program for a preschool educational institution, a program for the development of preschool educational institutions was developed, which made it possible to specify the expected result of education in a preschool educational institution.

Preschool education is designed to provide the foundation for the development of the child - the formation of the basic culture of his personality. The development goals of the child at the stage of completion of preschool childhood are designed to outline the most important, basic age characteristics of development, which are: creative abilities (creativity); curiosity (research interest); sociability (social skills); initiative (independence, freedom, independence); the image of "I" (basic trust, a sense of security); responsibility; randomness.

Simultaneously with the development of these qualities, the child's competence in different types of children's activities and in the field of relations with other people increases. Recently, significant changes have occurred in the education system. The fundamental factor in the reform of education, which has affected all levels of education, including preschool, is the change in the goals and values of education. Therefore, it is very important and relevant to assess the condition and development of the teaching staff of a preschool educational institution.

One of the main features of the modern period of development of the education system in Uzbekistan is the replacement of the values of the child's education period with the values of his development. The content of the concept of "education" has changed radically. The very logic of education was the logic of purely informational pumping. Today, we understand education as a kind of institution of personality development. It is on the basis of such an understanding of the goals of education, and on the basis of a new understanding of preschool childhood, as a special period in the formation of an individual, kindergartens have taken a worthy place in the educational system and have become known as preschool institutions.

At present, in accordance with modern educational guidelines, the quality of education is understood as "the degree of satisfaction of the expectations of various participants in the educational process from the educational services provided by the educational institution".

That is why, the activities of an educational institution are built in the direction of creating optimal conditions for satisfying the educational needs of all subjects of the educational process.

In order to reach your own informative and organizational model of the educational process of a preschool educational institution, you must first of all know the educational needs of all subjects of education. Educational demand (demand for educational services in its formal manifestation) and educational need (need for education) are different concepts: the first relates to the social sphere, the second refers to the problems of pedagogy.

The variety of educational services and the conditions for their implementation alone does not guarantee access to a new level of quality, since the content, essence of the educational process, the behavior of participants and the goals in it most often do not undergo significant changes.

The conflicting points of view of the school, parents and teachers of preschool educational institutions on the necessary educational services, sometimes testify to the lack of formation of the value-target orientations of education among subjects of the educational process. As a result, the child suffers, since the psychological and pedagogical conditions in the preschool educational institution do not always correspond to the capabilities and needs of children.

The task of an educational institution is to synthesize the positions of all subjects of education. However, this is not all. The most important role belongs to the preschool institution itself, which is a representative of society (on the one hand, it is a representative of society, and on the other it is called upon to defend the interests of the individual, society, and the state). To this end, the question was the development of a portrait of a pupil of our preschool educational institution at the end of his preschool education.

Portrait of a kindergarten graduate:

A physically strong, able-bodied child, consciously and carefully treats his health, owning the ideas and skills of a healthy lifestyle culture; indicators of physical development correspond to age levels above average; owns a significant diversity and a certain culture of movements.

The image of the “I” has acquired a complex structure: it includes representations of the personal (recognizes itself as a subject of his own life) and social “I”, ideas about what he is today and what he would like to become in the future; the foundation of arbitrariness and volitional behavior took shape, self-esteem was emotionally positive, adequate.

Motives of behavior are associated with interest in the adult world; Among the significant interest is in new, mastered activities, in establishing and maintaining positive relationships with adults and peers, motives for personal achievements, self-esteem, self-affirmation; there is a subordination of motives.

Feelings are quite stable, deep, conscious, generalized.

The “intellectualization of affect” takes place; Higher feelings developed: moral, cognitive, aesthetic, they are often the motive of behavior. Personal culture is a morally educated, intelligent person, he shows courtesy, goodwill, obedience to adults, takes care of friends; behaves adequately and culturally in public places, in various situations; neat, tidy; smooth behavior, mood emotionally positive.

A socially active person, has a positive attitude to the world, people around him, realizes himself to be a member of society, has the skills of communication and business interaction, is

able to take on organizational functions, is initiative, independent, is able to make a choice and bear responsibility for him; play, knowledge and labor turned into the child's initiative, he mastered the basics of role-playing behavior.

He mastered colloquial speech, can support a conversation on a cognitive and personal topic, uses non-verbal means of communication, knows how to retell familiar fairy tales, stories, compose; He mastered the pronunciation of all the sounds of his native language, the basics of speech culture, uses means of expression.

Educated person - formed systematic and systematic knowledge and skills that allow you to adequately navigate in the world around you, owns symbolic means, methods of cognition that allow you to independently know the world, realize the creative principle; inquisitive, shows curiosity, imagination, practicality of the mind, knows how to establish causal relationships; performs elementary logical operations; owns ideas about his homeland, the natural conditions of life of his native country, its culture and history, ideas about his native land are colored by positive feelings.

The portrait of the graduate is compiled on the basis of the age characteristics of the child and the socially significant results of preschool educational institutions, identified by all subjects of education. This portrait, reflecting sociocultural expectations, allowed us to determine the psychological and pedagogical conditions necessary to achieve a result. Under the portrait of the pupil is meant the expected result of the joint activities of the kindergarten and the family, characterizing their ideas about the most important personality traits of a child that a graduate of a preschool educational institution may possess.

The modern model of a graduate of a preschool educational institution is based on his readiness for self-realization in the modern world. The concept of "readiness" reflects the unity of the needs and abilities of the graduate. This "Portrait of the pupil" reflects the fundamentally possible achievements of children by the time they enter school, but not one child has a complex of these characteristics at the same time. Therefore, this portrait cannot serve as a criterion for determining the level of development of a particular child, but it sets a general guideline for teachers of preschool institutions and elementary schools, as well as for parents of children entering school.

## **CONCLUSIONS**

Conducting an analysis of all of the above, I will conclude: a preschool institution should develop all the time, since modern education does not stand still. And all this is the skillful, competent management of the head of the preschool institution.

And if I, as the head of a preschool institution, use all of the above ways to improve the management of its activities, then I will achieve my goal and get the expected result.

In conclusion, I would like to note that our village has its own way, its traditions, its own culture, which determine the "Spirit" of the village. Kindergarten in the village has a special place. It sets the tone for rural education.

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