

PRE-SCHOOL EDUCATION REFORM AND OPPORTUNITY FOR STUDENT RELATIONSHIP WITH INSTITUTIONAL GOVERNANCE STRUCTURE

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ABSTRACT

In the article described the process of reforming the pre-school educational establishments in the Republic of Uzbekistan on the basis of the requirements of the new era. In the article the author introduced the students with the particular features of maintaining the pre-school educational establishments in a systematic way enabling them to develop the administrative knowledge and experience and gave her opinions about the effectiveness of their pedagogical activities in the future.

Keywords: Structure of administration, improving the process of education and upbringing, modernization, competence, administrating levels, quality maintaining, degree of development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At present, the Government of the Republic of Uzbekistan and the Ministry of preschool education are implementing a number of measures aimed at reforming pre-school educational institutions on the basis of modern requirements and improving the preparation of children for school. Improvement of educational process in pre-school institutions, reconstruction of pre-school buildings, creation of favorable conditions for all-round development of children are of priority in state policy. It is clear that without preschool education to a qualitatively new level it is impossible to effectively organize school education. This idea is supported both in theory and in practice. Without a serious reform of pre-school education, it is impossible to improve school education and develop a new personality.

“What is the most important problem facing pre-school education today? The question arises: Our observations show that there are not always sufficient facilities for children in preschools. In addition to the government's efforts to improve the current situation, new problems arise in this area. In some cities and provinces, parents have to wait in line to place their children in preschools. In some areas, the coverage of preschools is extremely low. This, in turn, contributes to the large gap between the levels of intellectual, intellectual and spiritual development of students enrolled in Grade 1, and the level of school readiness. The overall coverage in the pre-school educational institutions throughout the country is 26%. Accordingly, 74% of children are not sufficiently prepared for schooling. This causes a great deal of mental, intellectual, and spiritual differences among the students enrolled in 1st grade.

The Government of the Republic of Uzbekistan is working hard to reform pre-school education to maximize the gap. New buildings for preschool facilities are under construction and the existing ones are being reconstructed. New programs and methodological complexes are being created to improve the educational process. It is planned to establish short-term training groups and classes at schools. The modernization of preschool education envisages full coverage of

preschool education since the age of 3. This is the first direction in the reform of preschool education. At the same time, special attention is paid to the financing of preschool educational institutions. This will have a significant impact on improving the quality of preschool education.

State requirements for preschool education have also been improved due to the new social order. Based on these requirements, it is planned to bring preschool education to a new level. In addition, there is a phased provision of pre-school educational institutions with information technology, sports equipment, playgrounds, teaching and laboratory equipment.

As in any reform process, education and training of pedagogical staff play an important role in the modernization of preschool education. It is particularly important to develop their knowledge, skills, competencies and competencies in managing preschools. As we see in the management and pedagogical staff of preschool educational institutions, there is insufficient understanding of the management and management levels of these educational institutions. At the same time, there are cases of young specialists graduating from pre-school education institutions who do not fully understand the level of management. Therefore, it is necessary to equip the process of training teachers for preschools with the knowledge of the management of preschool institutions, the levels of management, the possibilities of each level, the objects, and to include the following pedagogical characteristics in the content of education.

New requirements for the qualification of teachers and administrators of preschool educational institutions are determined based on the general purpose of developing the skills of preschool teachers and administrators. For this purpose it is necessary to improve the standard requirements for training of future specialists working in preschool educational institutions.

It is advisable that teachers and pre-school teachers work with early detection methods for children. It is also important to support the skills and professional development of future teachers. Teachers of each preschool educational institution should have additional vocational training. In short, the modernization of preschool education is a holistic system with a set of laws and tasks. They act individually and together in the process of building a new society. In order to improve the quality of the results of such activities, there is an urgent need to improve the system of training of future specialists and to equip them with the methods of managing preschool education. Qualitative management of preschool institutions directly depends on the future specialists' knowledge and experience, professional competence. At the same time, by improving the quality and effectiveness of pre-school education, the opportunity for older children to overcome differences and differences in development levels is enhanced.

The management structure of preschool educational institutions is specific and is reflected in independent management activities based on individualism. The form of independent management is the pedagogical council and the general meeting of the staff. Effective management of preschools requires the creation of mechanisms to involve all participants in the pedagogical process into management activities.

By their nature, management activities are closely related to research activities and are based on the selection and analysis of pedagogical and managerial information. The preschool management system consists of two components. This activity is regulated by the Charter of the preschool educational institution and the relevant regulations. In particular:

Component I - Independent Management:

- Pedagogical Council;

- General meeting of preschool staff;
- The Board of Directors.

Component II consists of administrative management, and it has a systematic structure, namely:

I level - Head of preschool educational institution.

The head of preschool is personally responsible for the activities of the institution and is responsible to the Ministry of Public Education or its regional organizations for the organization of financial records, observance of the legislation in the conduct of economic activities, accountability to the pupils, the state, society, their parents and their positions. be able to follow the instructions established by the official duties, fulfill the instructions of the educational institution's labor contracts, statutes, and qualification requirements. Higher education students should be aware that the process of teaching the Messiah.

It is required to inform each student that the managerial activities of the preschool manager will ensure that: They are:

- Creation of socio-psychological conditions, which allow to fulfill the functions of material, organizational, legal, management of the educational process;
- Direct disposal of preschool property;
- Recruitment and dismissal on the basis of guest law, placement of staff, encouragement of employees of preschool educational institutions;
- Creation of healthy pedagogical environment in preschool educational institutions;
- Understanding the responsibility of the Ministry of Public Education for the activities of the preschool educational institution;
- Issuance of orders and instructions within their professional competences.

The managerial facility of the preschool manager encompasses all members of the team.

Level II management of preschool educational institutions - Methodist of pre-school education and head of economic affairs.

The control subject involves a specific part of the team, including the educators, in connection with the position. The Methodist preschool educational institution manages the educational process. It defines the role of each educator in working with children, mobilizes educators to fulfill their tasks, is active in front of pre-school institutions in fulfilling the tasks set by the state and society of Uzbekistan, providing scientific and methodological guidance for teachers. provides teachers with new resolutions, decrees, programs and regulations. Involves parents and pupils of preschool educational institutions in the performance of pedagogical tasks.

Head of household affairs is responsible for preserving pre-school buildings and equipment, providing logistical support of pedagogical process, ensuring cleanliness and order in the building and territory of preschool institution, organization of labor of employees and fire safety measures. . Organizes anti-epidemic measures in preschool.

Level III - Educators, specialists and service personnel. The object of their management is the pupils and their parents.

In order to develop and improve the educational process, there is a Pedagogical Council in the preschool educational institution. The council should also provide students with the specifics of their work. It was clear during the practice that future experts had no idea about such councils' activities. The pedagogical council is collegial and unites the activity of teachers of preschool educational institutions. The Pedagogical Council operates on the basis of the "Regulations on the Pedagogical Council" approved by the head of the preschool educational

institution. The Presidium of the Pedagogical Council presides over the preschool educational institution. Pedagogical Council:

- Selects and discusses various options for the content of education, forms, methods and methods of the educational process;
- organizes professional development of teachers, development of their initiative;
- recommends the nominees for teaching staff awards;
- Discusses and approves the annual work plan, curriculum, training schedule, and educational programs of the preschool educational institution.

Members of the Pedagogical Council have the right to make proposals to improve the activities of the preschool educational institution. Pedagogical Council of preschool educational institution operates on the basis of approved annual work plan. The decision of the Pedagogical Board of preschool educational institution is valid only if two thirds of the members are present and 50% of the total number of votes cast. Its decision is approved by the order of the head of preschool educational institution.

General meeting of preschool staff should be held at least 2 times a year if necessary. The meeting has the right to make decisions only when 50% of the staff is present.

The competences of the general meeting of preschool educational institutions include:

- Collective bargaining;
- appointing representatives to negotiate with the head of the preschool educational institution to conclude collective agreements, to make changes, to complete and control their implementation;
- Listening to reports on the implementation of collective agreements.

Clearly, systematic introduction of students to the peculiarities of the management of preschool institutions will allow them to develop management knowledge and experience, and will facilitate the effectiveness of their future pedagogical activities.

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