

QUALITY OF WORK OF THE PRESCHOOL EDUCATIONAL ORGANIZATION DEPENDING ON THE HEAD

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ABSTRACT

The article reveals the special role of the head of a preschool educational organization, which determines the success of the development of preschool institutions and the quality of education, professional skills and personal qualities that ensure the success of management activities of the head.

Keyword. Preschool education, the head, quality of education, collective, requirements, abilities, professional skills, personal qualities, administrative activity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The system of preschool education is the initial, most basic link in lifelong learning. According to the scientific conclusions of specialists and educators, a person receives 70 percent of all information and data before the age of five. Already this fact itself clearly testifies how much upbringing and education in preschool educational organizations are of great importance for the formation of our children by harmoniously developed personalities.

A study of the best practices of foreign countries shows that modern preschool educational institutions are characterized by the creation of conditions for the development of preschool children, which open up opportunities for positive socialization of the child, his comprehensive personal, moral and cognitive development, the formation of creative abilities and proactive behavioral profiles based on the relevant pre-school age of activities, informative dialogue contacts with adults and peers in re its age interests.

The changes in the field of education determine the need to increase the requirements for teachers and heads of preschool educational institutions. There is an acute problem of finding ways and means to improve management efficiency. The managerial activity of the head of a preschool educational institution differs from the process of managing other types of educational institutions.

Preschool education is the initial link in the system of continuing education and is designed to ensure the formation of a healthy, developed personality of the child, awakening the craving for learning, preparing children for systematic education in primary school. Important tasks of state policy in the field of preschool education are the expansion of the state and non-state network of preschool educational organizations, the strengthening of their material and technical base, the provision of highly qualified teaching staff, the dramatic increase in the coverage of children by preschool educational organizations, the comprehensive intellectual, spiritual and aesthetic, physical development of children through introducing modern educational system into educational processes nyh programs and technologies, as well as a radical improvement in the quality of their preparation for school.

At various levels of education, the state educational standard is regarded as the standard of the results of educational activity - the reference level of education necessary for a given society in a certain historical period of time; educational qualifications, the level that must be achieved by a person in order to receive relevant documents on education. In preschool education, the state educational standard is the standard for the conditions for the implementation of the educational process. It follows that, in accordance with the interim standard of preschool education, the aim and result of the work of preschool institutions is to create conditions for the implementation of the educational process.

Educational standards should not be strict, flexible, play the role of guidelines in the work of teachers. Otherwise, the strangulation of all creativity with the help of standards will be ensured.

The concept of “quality of preschool education” is analyzed based on three different aspects. In the national aspect, the quality of preschool education can be determined by the measure of its adequacy to the socio-economic conditions of society. Here, the quality of preschool education is in contact with such categories as the standard of living, the country's economic potential, etc. In the social aspect, it is determined by the conformity of educational services to the real request of the parents. The quality of preschool education in the pedagogical aspect may mean the implementation of the principle of variability in education, the transition to a personality-oriented interaction of the teacher with children.

In a preschool educational organization, the leader is a key link in its effective functioning and the effectiveness of educational work. The level of control over the quality of management of a preschool educational institution determines the opportunities for professional growth of the head, improving his knowledge, skills and personal qualities in accordance with state requirements. In modern conditions, when changes in the life of society and educational institutions are much faster, a special role is given to managerial skill. The successful development of an institution and its social status depend on the professional skills of the leader, his abilities to make decisions promptly, the abilities to aim the team at continuous development, creative growth.

As well as the head of a preschool educational organization, whether it is a state or private organization, it is necessary to have special personal qualities that ensure the success of management activities. The effectiveness of the preschool institution depends on the style of team management. In the management style, the personal qualities of the leader are manifested. To the leader, developing and improving his personal qualities, changing the style of leadership, you can increase the effectiveness of the educational institution.

Today, more than ever, the professional competence of the head of a kindergarten includes managerial, pedagogical, communicative, diagnostic and research qualities, the effectiveness of his work is determined by the level of formation of professional knowledge and skills, the degree of development of professionally significant personal qualities that are necessary for the implementation of managerial functions in achieve your goals.

One of the mandatory personality traits of a leader is self-confidence. For employees of a preschool organization, first of all, this is that under any circumstances it is possible to rely on such a leader, with such a leader it is easier to think about tomorrow, he gives a certain psychological comfort, provides and increases motivation to work.

Mandatory for the leader is his emotional balance and stress resistance. The leader must control his emotional manifestations. He is constantly surrounded by people, and with all of them, regardless of mood and personal disposition, he should have smooth, business relations.

In order to achieve high results in his managerial activities, the head of the preschool educational organization needs to know and take into account the main factors affecting work efficiency. One of them is the system of relations between the leader and subordinates that has developed in the team. The nature of these relations, the microclimate in the team and its prevailing attitude are crucial for achieving success in the work of the entire institution.

Ethics and etiquette play a large role in the life of modern society and are part of a behavioral culture. At present, managers are paying increasing attention to observing the rules of ethics and etiquette, helping them to demonstrate to the employees the high level of their business, professional and communicative qualities.

Creating business cooperation in a team is a long and complicated process. First of all, it depends on the head of this institution, his ability to organize joint activities of all employees, tactfully assist teachers in working with children and parents, in their social activities, find an individual approach to each employee.

The moral quality of the leader, his behavior sets the tone for relationships throughout the team. The activities of the head of a preschool educational organization are complex and multifaceted. In rallying the teaching staff on the basis of common goals, objectives, the content of the work of the institution - its main task. From a modern leader requires the ability:

- Find the best sides in the work of colleagues based on the consideration of their personal aspirations.
- Influencing the establishment of friendly relations in the team, as well as with the parents of the pupils.
- Communicate with employees, colleagues, parents, pupils (pedagogical ethics, delicacy, tact, confidential tone of communication, etc.).

All these qualities are necessary to create an atmosphere of trustful cooperation in a preschool educational organization. The behavior of the head of a preschool institution is a kind of moral guideline on which teachers should be equal. This obliges him to be responsible, to fulfill his professional duty flawlessly. Scientific and technological progress leads to the emergence of new tools and objects of labor, new production and information technologies. Therefore, continuing education is required in order to obtain new knowledge and their application in professional activities. In modern conditions, lifelong education is a real need.

The quality management system in education is based on the following principles:

- understanding and fulfilling educational requirements, taking into account the achievements of scientific and technological progress and international standards;
- customer orientation, fierce competition in the labor market requires the mobility and dynamism of the management system;
- continuous improvement of the educational process, taking into account the results of monitoring.

The quality of education is a set of characteristics of the educational process that determine the consistent and practically effective formation of competence and professional consciousness. Here we can distinguish three groups of characteristics: the quality of the potential for

achieving the goal of education, the quality of the process of forming professionalism and the quality of the result of education.

The quality of the potential is expressed in such characteristics as the quality of the goal of education, the quality of the educational standard, the quality of the educational program, the quality of the material and technical base of the educational process, the quality of the teaching staff, the quality of applicants, the quality of the information and methodological base.

As you can see, the quality of education is a comprehensive indicator:

- correlation of goals and learning outcomes;
- ensuring the degree of satisfaction of the expectations of participants in the educational process from the educational services provided;
- a certain level of knowledge, skills, competencies and competences, mental, physical and moral development of the individual;

At the same time, it is a system, model, organization and procedures that guarantee students the necessary social development. The concept of “quality of preschool education” is analyzed based on three different aspects. In the national aspect, the quality of preschool education can be determined by the measure of its adequacy to the socio-economic conditions of society. Here, the quality of preschool education is in contact with such categories as the standard of living, the country's economic potential, etc. In the social aspect, it is determined by the conformity of educational services to the real request of the parents. The quality of preschool education in the pedagogical aspect may mean the implementation of the principle of variability in education, the transition to a personality-oriented interaction of the teacher with children.

The concept of “quality” is multifaceted and is interpreted differently from the position of each of its participants:

For children, this is training in an interesting way for them to play.

For parents, this is effective teaching of children, that is, training in programs that prepare children for school well:

- training without fatigue;
- maintaining the health of children, both mental and physical;
- learning success;
- maintaining the desire of children to learn;
- providing opportunities for admission to a prestigious school;
- training in prestigious subjects (foreign language, choreography, etc.)

For educators, this is, firstly, a positive assessment of their activities by the head of the preschool institution, by parents:

- successful implementation of all educational programs by all children;
- the optimal selection of methods and techniques for working with children;
- maintaining the interest of children in the educational process;
- successful development of children in the process of their education;
- preservation of the physical and mental health of children;
- the rational use of the educational time of children and the working time of the

teacher;

- the provision of the pedagogical process with all necessary aids and equipment.

For the leader, it's:

- high appreciation of the activities of educators by parents and children, thereby increasing the prestige of the kindergarten as a factor in the preservation and development of preschool institutions;

- preservation of children's health;
- rational use of educational time of children and working time of teachers;
- the success of teachers and children;
- complete assimilation of selected programs, high-quality preparation of children for

school.

The modern leader of the preschool educational organization seeks to take into account the trends of social transformations in society, the needs of parents, the interests of children and the professional capabilities of teachers, by choosing ways to update the pedagogical process and effectively manage it. The effectiveness of managing a preschool educational organization directly depends on the ability of the leader to be aware of himself and his personal goals, to properly allocate time and effort, relieve stress, and to learn and change oneself.

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