

CONCEPTUAL APPROACHES TO THE ORGANIZATION AND CONTENT OF THE PROCESS OF ADVANCED TRAINING FOR HEADS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

Kasimova Shakhnoza

Senior Lecturer, Institute for retraining and advanced training of preschool education personnel and manager
Tashkent, **REPUBLIC OF UZBEKISTAN**

ABSTRACT

This article discusses conceptual approaches to the organization and content of the process of advanced training for leaders of preschool educational institutions. The professional development system is the most stable structure that combines social requirements, scientific achievements and the needs of practice. Analysis of theoretical sources and practical observations in the process of advanced training allowed us to highlight the main features of training for kindergarten managers, which are associated with the specifics of the perception of information, an insufficient level of theoretical training in management issues, with the existing practical experience, prevailing attitudes that interfere with the perception of the content of education, uncertainty in implementation a new type of activity - educational.

Keywords: Professional development system, personal approach, professional development, structural model, preschool educational institutions, organizational and pedagogical conditions.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

An analysis of the literature has shown that recently there has been an increase in the attention and interest of scientific and practical education workers to the problems of humanization and a personal approach in education. In the light of the humanistic paradigm, it is important to create real pedagogical conditions for learning that will contribute to the priority of the student's creative development and self-development.

A personal approach means an orientation towards personality in the design and implementation of the learning process, requires recognition of its uniqueness, the right to respect for intellectual freedom, and presupposes the creation of appropriate conditions for this. His task is not to plan and develop a common development line for all, but to help every adult, taking into account his experience, to develop himself as a person. Characterizing the humanistic paradigm, E.V. Bondarevskaya considers the goal of personality-oriented education to be support, the development of a person in a person, using the mechanisms of self-realization, self-development, self-education [3]. As the principles of pedagogical activity, the scientist singles out love for children, humanizing the environment in which they live, living in a child of his childhood. This approach is no less significant for the development of an adult. For a professional, education itself is support. Support in this case is understood not only as updating knowledge, skills, and skills, but also as acquiring a different outlook on the world in accordance with changes in reality. Due to inclusion in training, the subjective origin of the personality is supported and activated [6].

Adult education as a part of the lifelong education system becomes a means of support in crisis social conditions, since the conditions of professional activity change, education in this situation is an opportunity for changing stereotypes, restructuring professional consciousness

[5]. T.P. Afanasyev, N.V. Pemova consider the learning process in the system of advanced training as “a type of support for the professional development of personnel” [1]. In the studies of some scientists, specially organized support for management activities is considered. A.B. Bakuradze understands support as a purposeful process of development of topical management skills in managers [2]. In his opinion, support can be provided by combining full-time education with research activities in educational institutions, implementing the appropriate educational content, using contextual teaching methods.

Our understanding of support for preschool educational institutions in the process of training at an institute for advanced training is based on the expression of a humanistic position by an andragogue teacher in relation to adults as an understanding, awareness of their own responsibility for their emotional well-being, professional development. We are close to the idea of creating a model of advanced training for leaders of preschool educational institutions, which contributes not only to the renewal of knowledge, skills, and skills, but also to the development of new forms of social behavior, to provide conditions for an adult for self-realization in a changed situation, and to assist in the revision of habitual attitudes.

Nowadays, the creation of models in pedagogy and management has become extremely widespread. Models can be both real-life objects and phenomena, and constructed objects. Moreover, the model has properties that are similar to the properties or ratios of the considered natural or technical system.

A common property of all models is their ability to reflect reality in one way or another. Depending on how, by what means, under what conditions, in relation to what objects of knowledge this common property is realized, a wide variety of models appears [7]. According to their meaningful characteristics, the following models are distinguished: 1) substantial, 2) structural, 3) functional [4]. This classification takes into account the fact that there must be a similarity of essential features between the original and the model. These are material, structure and way of functioning.

In modern science, structural and functional models are becoming increasingly important. The structural model mimics the internal organization of the original. The structure is one of the essential aspects of any thing; without its disclosure, it is impossible to understand the inner essence of the object. This is the reason for the widespread use of structural models in modern science. Structural models are divided into two types: 1) "static" things, 2) processes. In the structural models of processes, stable and dynamic processes are distinguished. A model that mimics the way the original behaves is called a functional model. Function is also one of the essential characteristics of any system. The function defines the way of behavior characteristic of the given system. This is the epistemological value of functional modeling. In a real living process, these individual types of models are rarely used, most often mixed models are encountered, since most research tasks are complex in nature. Since the process of professional development in accordance with the requirements of a systematic approach is considered as an independent pedagogical system with all structural and functional components, then it is necessary to build a structural and functional model of advanced training for managers of preschool educational institutions.

As a result of the analysis of the theory and practice of advanced training for the heads of preschool educational institutions, the model for advanced training can be based on two groups of conditions that ensure the effectiveness of this process: organizational and pedagogical. By definition I.F. Isaeva, P.I. Tretyakov, T.I. The sham function of an organization is an activity

aimed at forming a structure of interaction with the help of a set of methods and means necessary to achieve a goal. Organizational activities in the process of improving the qualifications of managers of preschool institutions are as follows:

- provides effective interaction in the learning process, which involves answering the questions: who learns, when learns, how learns. At the same time, the implementation of the goal of advanced training is carried out through the differentiation and individualization of students: the flow of training (beginners, experienced leaders), time, forms of advanced training (training within the flow, individual training, internship for experienced managers) are determined;
- creates organizational unity between the subjects of the educational process - the heads of educational institutions of different types and types on the basis of cooperation of their activities, contributing to the creation of a single space for the development of education managers in the learning process;
- organizes the content of education for the heads of kindergartens on the basis of a specialization that considers psychological, pedagogical and managerial features in preschool education.

We consider as pedagogical conditions:

- content of training, including general subject, management and technological blocks;
- the content of the special course, taking into account the specifics of the management activities of the heads of preschool educational institutions;
- the content of the methods and forms of activity of the heads of kindergartens in the learning process;
- the position of the andragogue teacher in the educational process, contributing to the support of the professional development of preschool educational institutions.

The organizational and pedagogical conditions justified by us allow us to single out the goal-forming and organizational-pedagogical components in the model of advanced training for the heads of preschool educational institutions from the point of view of the structure, we define the organizational, content and activity blocks as functional components. This version of the model includes components that make it possible to analyze and describe the state of advanced training of heads of preschool educational institutions at the present time, to ensure movement towards a given goal, to assess the effectiveness of the process.

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