

PREPARING SCHOOL STUDENTS FOR PRACTICAL PEDAGOGICAL AND ADMINISTRATIVE ACTIVITIES

Tashpolatova Dildora Fakhridin qizi

Namangan State University

UZBEKISTAN

Botu76@mail.ru

ABSTRACT

Comprehensive reforms implemented in our country, state programs aimed at improving the activities of educational institutions, government decisions, attention paid to the participants of the educational process, favorable conditions created for them, organization of the educational process in preschool educational organizations (PEO) on a scientific basis, but it requires finding a positive solution to management problems in this system, improving the system of preparing future educators for management activities, forming a management system based on democratic principles and innovative approaches that meets today's requirements. The article talks about the pedagogical necessity and possibilities of preparing preschool education students for practical pedagogical and managerial activities.

Keywords: Preschool education, students, qualification requirements, curriculum, necessity.

INTRODUCTION

The effective functioning of the continuous education system in pre-school educational organizations is determined, first of all, by the activities of highly qualified management personnel. Therefore, management of the pedagogical team of preschool education, while achieving high educational indicators, requires the leaders of educational organizations to acquire "management" skills. Scientific research aimed at increasing the motivation of leaders and employees in management activities, improving management skills, increasing the workability, attentiveness, and cohesion of employees aimed at forming the management skills of leaders and employees is being used in the pedagogical field of preschool education.

The fact that the possibility of working in various positions in management bodies as objects of the professional activity of preschool education bachelors shows that it is a pedagogical necessity to prepare students of this field for practical pedagogical and management activities.

LITERATURE REVIEW

M.Mirgosimov stated that management is an internal characteristic of society at any stage of development, and this characteristic, as it has a common characteristic, arises from the social collective work of people, the need to interact in the process of life and work, and to exchange the products of their material and spiritual activities.

The author considers today's management, first of all, the economic and material condition of people, their social activities, educating them in the spirit of our values, if there is no organization, order, division of labor in the team, if the role and tasks of the person in the team are not assigned, then there cannot be a labor team. Naturally, he believes that labor activities cannot be carried out without management, without establishing and strengthening a certain order [9].

According to A. Fayol's definition, management is a powerful tool that sees the future, manages the organization, organizes activities, coordinates activities, and controls the execution of decisions and orders [6].

According to a number of researchers, management is a process of selection, decision-making and control over its implementation.

J.G. Yoldoshev defines that "Management is a choice that requires a specific art and skill, making decisions based on this choice or research and controlling its implementation" [14].

The purpose, function, orientation of the decisions made by R.Kh.Djuraev and S.T.Turgunov in the management of the educational institution. , their essence, significance and characteristics are described according to the tune [12].

Management is managing people, working with them. Many researchers define management as "active influence on a management system or object to achieve a specific goal", and "management is the influence of one system on another, a person on another person or a certain person on a group of people." [12]

In a number of studies, management is interpreted as an activity related to the regulation of human behavior. The Japanese understand management first of all to work with dedication and to be ready to sacrifice oneself if necessary.

A.A. Khojaev and Henky Lentinin "management of an educational institution is a process of complex interaction between the teacher and the student, the teacher and the student, which is very important for the educational system, which is fundamentally different from the production of goods or household services, although until today" What is management, a craft or an art?" "Even though there is no end to the debates, it can be said without hesitation that it is art," he says.

U.I. Inoyatov emphasized that in the process of interaction between leaders and subordinates, that is, in the communication process, "the most delicate edge of leadership is interaction with subordinates, if the leader cannot establish it, it is impossible for him to succeed in his work, to avoid conflicts and mental shocks." to try to be fair in everything to the leaders of the educational institution; caring for employees; not becoming a speaker when talking to subordinates, being an attentive listener; smile often; to be very careful in criticizing; encouraging positive behavior of employees; they give a number of tips, such as using the method of asking questions when giving orders and instructions [7].

Also, in pedagogy and pedagogical psychology, a number of researchers (S.T. Turgunov, R.Kh. Shakurov, M.M. Potashnik, etc.) highlighted various aspects of the unique personal qualities of the head of the educational institution. Empirical studies conducted by E.S.Chugunova, V.M.Melnikov, M.Woodcock, D.Francis and H.Zievert describe the characteristics of the manager. N.V. Kuzmina researched the uniqueness of pedagogical activity, while A.I. Kitov and V.A. Yakunin studied the specific similarities and differences between managerial activity and pedagogical activity.

METHODOLOGY

Analysis, pedagogical observation, conversation, modeling, design, diagnosis, pedagogical experience-testing, data integration, comparison, comparison, expert evaluation, generalization and statistical processing methods are used in the research.

The presidential decree approving the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030", based on international experiences, the task of introducing advanced standards of higher education, including the step-by-step transition from education focused on acquiring theoretical knowledge to an educational system focused on the formation of practical skills in the curriculum[1]. Based on these tasks, specialists are trained for preschool education organizations on the basis of increased quotas in the form of full-time and part-time education, and the curriculum of the baccalaureate education direction includes special subjects such as "Management and Management in Preschool Education", "Preschool Education Management", "Designing Pedagogical Processes in Preschool Education" its introduction lays the groundwork for the formation of management competencies in future educators.

Preschool education students acquire the skills to interact with the team of preschool education organization while preparing for practical pedagogical and management activities. Because the future leaders' knowledge, behavior and communication culture, clothing, body movements, management skills, attitude and interest in science and technology, art and nature will have an impact on the activities of employees and students, it is one of the unique features of management organization in PEO.

RESULTS

The theoretical analysis of the requirements for the practical pedagogical and management activities of PEO leaders and the sources of their professional training shows that PEO leaders-employees must take into account the existence of requirements in a number of directions (Figure 1.1) that are of particular importance in their management activities.

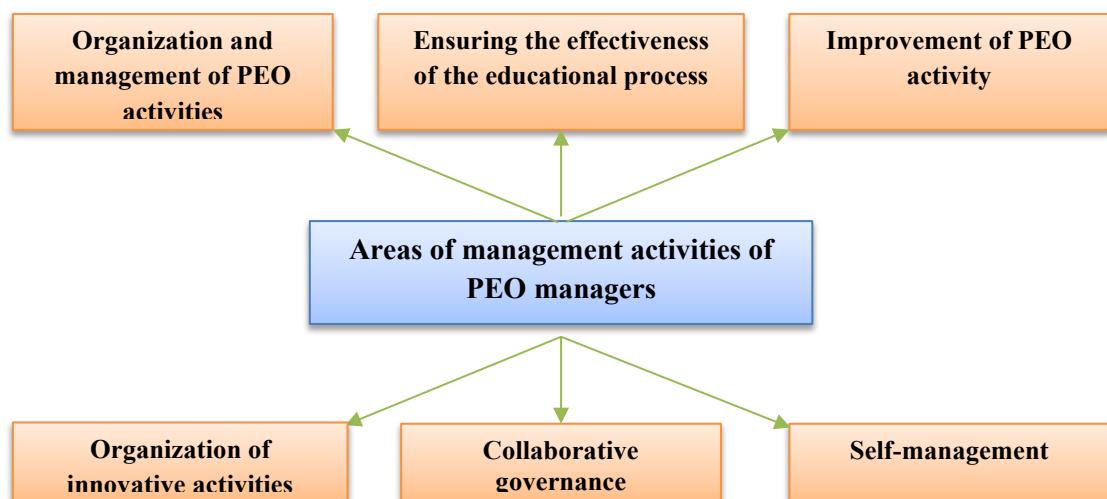


Figure 1.1. The directions of practical pedagogical and management activities of PEO leaders

In addition to the above-mentioned features of interdependence and communication of pedagogical and management activities, the following can be cited as characteristics of interdependence and communication of pedagogical and management activities in PEO:

- that the activity of PEO leaders, specialists, pedagogical staff, educators and students is a unique integrative system;
- PEO interdependence of theoretical knowledge, skills and qualifications, experience and personal qualities of leaders of professional significance;
- subject integration of the PEO leader as an organizer, manager and participant of a favorable educational environment;
- The effectiveness of management activities of the head of the PEO represents the effectiveness of the PEO activity;
- Inconsistency of effectiveness in the management of PEO;
- management of PEO implies the implementation of management functions that are directed to achieve a certain goal and have specific characteristics;
- the significance of the implementation of management functions by the head of PEO in a certain consistency;
- organization of management on a scientific basis determines the need to create a creative-educational environment at PEO;
- the need to form a conscious discipline instead of forced obedience in PEO activities;
- the uniqueness of educational relations in PEO activity;
- the activity of leaders in creating a comfortable educational environment in PEO and the need for information to be clear and reliable;
- the relationship between methodological features of management activities and personal characteristics of employees, effective management methods;
- interrelationship between management effectiveness and management knowledge, skills and qualifications of leaders and pedagogical staff;
- importance of management methods as a mechanism for implementation of management functions.

One of the characteristics of the interdependence and connection of pedagogical and management activities in PEO is the need to direct the activities of leaders, specialists, pedagogical staff, educators and students, in a word, the subjects of the pedagogical process to ensure the effectiveness of educational processes, which is not only the practical pedagogical and management activities of the head of PEO, but it also depends on the effectiveness of performing the functional tasks of all pedagogic employees, specialists, teachers and students, and their activity in the process of cooperative management.

DISCUSSION

Observations show that the lack of necessary knowledge, professional activity experiences, pedagogical skills, skills and qualifications of many PEO managers in the areas of management leads to the departure of educated pedagogues and engineer-pedagogues who are devoted to their profession, advanced pedagogical experience, and engineer-pedagogues from PEO, team members lack science and It causes the decline of interest in technical innovations and innovative activities, the dissatisfaction of students and parents with the activities of the educational institution of their choice, and the formation of various informal groups in PEO due to the emergence of various conflicts in the community.

The fact that one of the urgent tasks is the formation of management concepts and skills in PEO leaders and pedagogical staff determines the need to organize collaborative management activities on a scientific basis, which is considered one of the most basic conditions for

improving the activities of participants in the educational process and ensuring the effectiveness of the educational process in PEO.

Because organizing collaborative management activities on a scientific basis allows managers and pedagogical staff to know various modern methods of management and be able to base them on them, to determine the direction of ideas, to regularly study best practices and scientific and technical achievements, to implement them in their own activities, to organize innovative activities in the management process. determines a number of requirements, such as the ability to communicate, organize and lead the activities of employees, that is, coordinate the behavior and relations of people operating in different directions, organize, motivate and control the correct use of their opportunities and abilities.

CONCLUSIONS

Each of the criteria for preparing students of preschool education for practical pedagogical and management activities is very important, and the future leader should be able to use each of the listed criteria at the optimal level. On the basis of the above theoretical information, we have developed proposals for the implementation of the following:

1. First of all, having strong knowledge of future leaders, thinking modernly in accordance with the current digital economy and information technologies, will greatly contribute to the development of preschool education organization.

2. Taking into account the ideas advanced by our grandfathers and modern management scientists, preparing students for practical pedagogical and management activities will be effective in management.

3. The ability of future educators to take responsibility and responsibility in decision-making will serve to increase their career among the employees of the enterprise and increase their confidence in them.

4. The pre-school education direction leads to the ability to quickly get along with pedagogical staff in preparing students for practical pedagogical and managerial activities, taking into account their personal qualities or characteristics.

5. Availability of a creative approach in preparing students of preschool education for practical pedagogical and management activities. As it is possible to develop any skill, the leader needs to develop the skill of creative thinking.

To prepare students of preschool education for practical pedagogical and managerial activities based on the management activities of the heads of preschool educational organizations and the requirements placed on them today, to enable future teachers to analyze and evaluate their own activities, to prevent conflicts and misunderstandings between goals and means, goals and results, and to - helps to realize the need to determine the directions of development.

ACKNOWLEDGEMENTS

Foundation item: I would like to thank the chairman, secretary and members of the specialized scientific council. Namangan State University.

E-mail: sh.hujamberdiyeva0505@mail.ru

REFERENCES

1. "On measures to further improve the preschool education system in 2017-2021" (2016) *Decision No. PQ-2707 of the President of the Republic of Uzbekistan.*

2. "On measures to fundamentally improve the management of the preschool education system" (2017) Decree No. PF-5198 of the President of the Republic of Uzbekistan.

3. "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" (2019) . *Decree of the President of the Republic of Uzbekistan. On the approval of the*1. 08.10.2019. No. PF-5847.
4. Ahlidinov R.Sh., Oldroyd D., Khodjaev A. (1999) *Management of education in Uzbekistan: problems, research, solutions. - T.: "Tacis-project".*
5. Djuraev R.H., Turgunov S. (2006) *Educational management. - T.: "Voris-nashriyot".*
6. Sharifho'jaev M., Abdullaev Yo. (2001) *"Management". Under the general editorship Academician of Ghulomov. - T. "Teacher".*
7. Inoyatov U.I. (2003) *Theoretical and organizational-methodological basic management and quality control of education and professional college: Diss . Dr. _pad _ science Tashkent.*
8. Iskandarov E. (2006) *Pedagogical innovations conditions leader of activity instead of // «Education management» magazine, - T., , No. 6. - p. 39-44.*
9. Mirkosimov M. (1995) *School of management theoretical and pedagogical foundations. Tashkent. O`qituvchi,*
10. Ravshanov F. (2008) *Leader personnel choose and qualification to determine // «Society and management», issue 3. - p. 10*
11. Sapunova V.M. (2004) *The management system of the teaching staff of a modern educational institution. Diss. ... cand. ped. Sciences. - Stavropol.*
12. Turgunov S.T. (2004) *Modern school functional tasks of leaders. Namangan: NVTMOI.*
13. Zaripov K. (2004) *Pedagogical system management principles and leadership. // Magazine "Continuing Education", T., , No. 4. - p. 16-24*
14. Yuldoshev J. F. (2000) *Education update in the year. Tashkent. O`qituvchi.*