

SYSTEM OF PRESCHOOL EDUCATION

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ABSTRACT

This article covers topics such as the reforms implemented by our state in the development of preschool education, the pedagogical process management model

Keywords: educational and methodical materials and fiction, social responsibility, principle of humanitarianism, management subjects

INTRODUCTION

Until now, a large-scale organization of an effective system of pre-school education aimed at bringing the growing generation to a healthy and mature adult in our country, introducing effective forms and methods of education and upbringing into the educational process. things are done.

Favorable conditions created for the reform of public-private partnership in the field of preschool education became a solid foundation for further increasing the number of non-state preschool educational institutions and expanding the type of services they provide.

At the same time, the analysis carried out, ensuring the coverage of children with preschool education, filling preschool educational institutions with modern teaching and methodical materials and literary literature, and solving the issues of attracting qualified pedagogues and management personnel to the field shows that it is necessary.

MAIN PART

The initial stage of education is kindergarten, where the child receives moral lessons, experiences communication with adults and peers, reveals his creative potential in games and teamwork, and learns elementary skills in educational activities. takes In the context of the introduction of pedagogical technologies, the management of the pedagogical process in the preschool educational institution was studied and a management model was created. The algorithm of management actions based on the created model of pedagogical process management unites the team of teachers, parents and children in a single educational space that ensures children's age-appropriate development and emotional well-being. The core of the

proposed model is the manager's management actions that bring dynamic, positive changes to the organization of the pedagogical process at the stage of introducing pedagogical technologies in the preschool educational institution.

The pedagogical process management model for changing the management object in the preschool education paradigm has the following features:

(characteristics of the process at the stage of education and training;

(coordinating and interlinking the stages of continuous education in preschool-primary education;

(social responsibility of preschool educational institution;

(relationship of the preschool educational institution with society, family, school, public organizations, higher educational institutions, expanding the boundaries of preschool educational institutions' activities;

(cooperation between adults and children based on the principle of humanity. In addition, the requirements for the management model:

(to its rapidly changing socio-economic and pedagogical conditions adaptability, openness that allows management subjects to introduce new structures and content into the system in time;

(to end the imitative nature of managing pre-school educational institutions, to create an environment of creativity, to end strict procedures.

(Employees of the educational institution should be focused on continuous updating, ensuring the development of preschool educational institutions.

The organization of the pedagogical process is considered as a complex system consisting of certain interrelated elements. Such elements include goals, tasks, tools, forms and methods, subject, object of management, principles and functions that determine its activity. In the context of the introduction of innovative pedagogical technologies, the uniqueness of the construction of the pedagogical process is emphasized, in which the originality, the normal course of children's development and the uniqueness of the preschool period are preserved. They change in connection with the changes in society, the formation of a new way of thinking and worldview, and the development of the science of psychology and pedagogy. The goals that determine the activity of management subjects correspond to the goals and tasks of the pedagogical process: the development of the child's personality, the formation of his need to know the world and himself, therefore the main condition. The activity of the preschool educational institution is recognition of the uniqueness of the child's personality by all members of the team.

The task of forming a child's personality - a preschool teacher - is most successfully carried out when the management actions of the head of the preschool educational institution are combined with the teachers' desire to provide pedagogical support and improvement to the child in his development and formation. working methods, implementing the management concept of the educational institution. The implementation of such a concept largely depends on the set of management principles."Principles of management are the main rules that guide the management entity in its activities and implement it in certain socio-economic conditions." The analysis of special literature and the experience of organizing the pedagogical process in a preschool educational institution made it possible to distinguish the following principles of management: goal setting, complexity, democratization, psychologization of teaching and upbringing models. All these principles are a guide for actions in a developing and developing preschool educational institution, and form the basis of updating its activities. A comparison of management functions in domestic and foreign science, taking into account modern conditions, allows to determine the following content: information-analytical, control-diagnostic, planning and prognostic, regulation and correction, motivational and purposeful.

CONCLUSION

In recent decades, fundamental changes have taken place in the preschool education system, which has had a serious impact on the problems of teaching, upbringing and management at this stage of the development of the educational institution. Literally 5-6 years ago, preschool educational institutions were on the verge of survival, but major changes in regulatory, administrative, and economic conditions made it possible to modernize all aspects of preschool education. gave

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