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Theory and Practice of Management in Non-State Preschool Educational Organizations

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Abstract: The article reflects on the basics of management, the development of Educational Management. Also, the correct Organization of Management in non-governmental preschool educational organizations, interaction with educators, educators are disclosed.

Keywords: Preschool education organization, Educational Management, Management Development.

Introduction: In recent decades, due to changes that have affected all spheres of life in the world, including the modernization of the education system, increasing importance is attached to education management, which usually determines the result of any activity. Currently, the role of education management is very significant - managers rely on the theoretical foundations of management functions in their activities, in educational institutions, as well as in special courses. A manager must perform motivational, guiding, regulatory, organizational, and control functions.

When studying educational management, it is important to know that a manager is also a field of human knowledge that helps to implement management based on certain functions, because working to achieve goals with the help of others is not a one-time action, but a series of actions that are constantly interconnected with each other. These actions, each of which is a process in itself, are very important for the success of the preschool educational organization (PEO). These are called management functions. Every management function is also a process, as it consists of a series of interconnected actions. The management process is the sum total of all functions.

Without knowing the theoretical foundations of management functions, as well as without knowing that these functions cannot be considered as a one-time action, it is impossible to achieve the desired results from management activities, since they represent a series of continuous interconnected actions that are very important for the success of the preschool educational organization. The most common and interconnected management functions include planning, organization, motivation, encouragement, and control.

Management as a scientific theory and practice of management emerged in the 20th century. The founders of management theory are rightfully considered to be the French scientist Henri Fayol and the American industrialist Frederick Taylor, whose works defined the conceptual design of this field of management science. The foundation of classical management is the works of G. Church, G. Emerson, G. Ford, and others, in which a fundamentally different approach to organizational management was implemented.

In the era of the introduction of information technologies, the formation of the education market, the growing gap between supply and demand for labor, which has recently become an important obstacle to the economic growth of the state, society is interested in training competitive specialists who can foresee and creatively solve emerging problems and adapt flexibly to changing living conditions, who know the basics of a market economy, marketing, management, and can independently expand their professional knowledge.

The physical, mental, and socio-emotional development of preschool children in educational institutions and the protection of their health, the development of free thinking and creative abilities of children, and their moral and spiritual preparation for school education depend on the skills, knowledge, and experience of preschool educators. For this, every pedagogical worker must constantly search and study. Planning the educational process in a preschool educational institution is a rather complex task that requires appropriate preparation from the educator; the educator must be well aware of the level of psychological and physiological development of children, the "State Requirements for Preschool Education," and the educational program created on its basis.

The plan helps the educator evenly distribute program requirements throughout the year and allows for more precise planning of teaching and upbringing methods and clearer vision of goals. If there is a plan, the

educator knows what tasks to engage in today and future tasks. The educational work plan is developed by the educator. The plan is submitted to the methodologist for approval five days before the start of the month. The educational work plan of a preschool educator for one academic year, recommended by the Republican Educational and Methodological Center for Retraining and Advanced Training of Preschool Educational Institution Employees of the Ministry of Public Education of the Republic of Uzbekistan, somewhat facilitates the educator's work. In particular: a prospective plan for each month, work with parents, cultural and hygienic skills, game activities, illumination of entertainment hours, plans set by the teacher for the month, ready-made leaflets for planning morning exercises are prepared; As a result of scientific research in the field of physiology, hygiene, psychology, and pedagogy, the following principles of organizing the life of young children in kindergartens have been developed:

1. In each age group, create equal conditions for educating children in the spirit of community and ensuring their comprehensive development.
2. When dividing children into age groups, select only children of the same age for each group and organize the educational process accordingly.
3. Create the material environment necessary for children to engage in various activities and communicate with each other. For this purpose, equip the group room and playground with the necessary equipment at the level of hygienic, pedagogical, and aesthetic requirements.
4. Adherence to and ensuring the stability of the child's age-appropriate daily routine.
5. Organizing activities that shape children's personality and allocating a certain amount of time from the daily schedule for these activities. The alternation of various types of children's activities based on scientifically based principles ensures the proper organization of children's lives in different age groups of kindergarten. The pedagogical process aimed at ensuring the comprehensive development of children is complex and diverse. Educational issues are implemented through organizational forms of educational work, various types of children's activities: through teaching in classes, creative and rule-based games, children's independent activities, familiarization with their own work and adult work, self-care, walks, hygienic activities. The successful implementation of educational work depends on the correct organization of each type of activity of the pedagogical process in the preschool educational organization. Education plays an important role in the pedagogical process of kindergarten and is carried out

through everyday life, play, work, and activities. Educational and upbringing tasks are solved in the lesson. Children acquire the simplest concepts and knowledge, a system of skills and abilities in familiarization with the surrounding life and nature, speech development, literacy, mathematics, physical culture, visual arts, and music.

The knowledge, skills, and abilities that children need to acquire are defined in the kindergarten curriculum, which is important for the overall development of children and their preparation for school education. Teaching in classes is carried out in a certain sequence, taking into account the age and specific characteristics of children, based on the principles of didactics, and the content is gradually complicated. As a result, it acquires a developmental and educational character. The program specifies the number of sessions per week and the duration of each session for each age group. Allows for the proper distribution and uniform implementation of designated educational work.

The pedagogical process aimed at ensuring the comprehensive development of preschool children is complex and diverse. The successful implementation of educational work depends on the correct organization of each stage of the pedagogical process in preschool educational institutions. The teacher's use of pedagogical technologies such as M.Montessori, IMEN, and modern interactive methods in the effective organization of educational work in a preschool educational institution yields effective results. In lessons imbued with pedagogical technologies, children feel free and willingly complete all tasks. Children acquire the necessary knowledge and skills quickly and effortlessly, easily, enjoy playing, and develop their thinking. This methodological recommendation contains methodological guidelines for the development of educational processes in preschool educational institutions: working documents of educators and their maintenance, the number of classes held during the week in each age group and the duration of each lesson, coverage of daily activities, criteria for analyzing the development indicators of preschool children, ways to analyze the development indicators of children. Methodological recommendations can provide practical guidance to educators in carrying out their work activities with a creative approach to children's experience and knowledge.

Based on the analysis of scientific and pedagogical literature published in our republic and abroad to date, it can be said that a number of scientists have conducted research in certain areas of management and the management process, including in the field of educational institution management problems, R.Kh.

Djuraev, J.G. Yuldashev, R.Sh. Akhlidinov, Sh.E. Kurbanov, E. Seytkhalilov, S. Turgunov, M. Mirkosimov, U.I. Inoyatov, M.Kh. Saidov, F.A. Nosirova, M.R. Rajabova, Kh. Saidov.

Today, the trend of combining all disciplines of education, upbringing, and development into a single discipline based on complementary methodological approaches is significantly developing.

Analysis of the work in this area allows us to determine the methodological foundations of integration in pedagogy:

- * the concept of the leading role of activity in personal development;
- * systemic and integrative approaches to considering the processes of pedagogical education and management;
- * Psychological and pedagogical theories about the relationship between general and non-state preschool education processes.

As a result of the analysis of scientific literature, we substantiated and experimentally confirmed the following factors of successful, effective management of a non-state preschool educational organization based on an integrated model using the principles of educational management: socio-economic, psychological-pedagogical, organizational, and technological.

1. Socio-economic factors:

- * taking into account the needs of the individual, parents, and society for a specific type of activity of non-state preschool educational organizations;
- * societal requirements for the professional skills and qualifications of non-state preschool teachers;
- * regulatory documents governing the activities of educational organizations (laws, concepts, standards, programs, qualitative characteristics, etc.);
- * characteristics of the current stage of societal development, requirements of the education market, level and conditions of socio-economic development of the state and region;
- * social partnership as a factor in the activity and development of non-state preschool educational organizations and the training of competitive educators.

2. Psychological and pedagogical factors:

- * features of the content and structure of the educational process;
- * microclimate in the composition of the educator and children;
- * the actual level of psychological and professional training of educational and pedagogical staff of non-

state preschool educational organizations and school teachers for integration activities; № 1–4 (14).

- * compliance of the content of preschool education with the goals and motives of the pupils, society;
- * training aimed at developing the professional self-awareness and competitiveness of educators;
- * use of the principles of education and pedagogical management;
- * Developing subjective relationships within the team.

3. Organizational and technological factors:

- * a comprehensive approach to the content and technological components of education, the management of non-state preschool educational organizations based on educational management;
- * Modular differentiated educational technologies;
- * Application of a collective democratic style in the management of the educational process;
- * compliance of preschool education with socio-economic conditions and the requirements of the educational market;
- * forecasting and analysis of the development of preschool education;
- * improvement of state and public forms of management, development of self-government and joint management as its highest levels;
- * improvement of the methodological activities of educator-teachers; systematic improvement of the competence and qualifications of educators.

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