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**PEDAGOGICAL CONDITIONS FOR PREPARING STUDENTS FOR THE TARGETED
MANAGEMENT OF PRESCHOOL EDUCATIONAL ORGANIZATIONS IN THE HIGHER
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ABOUT ARTICLE

Key words: pedagogical education area; social order; management personnel; professional-pedagogical training; targeted management; alternative goals; classification of management goals; professional adaptation; professional sagging.

Abstract: The article will talk about the current tasks and pedagogical possibilities of preparing students for the targeted management of preschool educational organizations at the baccalaureate stage of the higher education system.

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INTRODUCTION

In recent years, in order to radically revise the content of the training of personnel in accordance with the priorities for the socio-economic development of our Republic, to create the necessary conditions for the training of specialists with higher education at the level of international standards, measures are being established and large-scale work is being carried out.

The development of the “concept of development of the higher education system of the Republic of Uzbekistan until 2030” with the aim of setting priorities for the systematic reform of higher education in our country, raising the process of training highly qualified personnel with modern knowledge and high moral qualities, thinking independently to a qualitatively new level, modernization of higher education, development of social

There are also consistent measures in Uzbekistan to raise the educational and educational system to a new level, improve the quality of pedagogical training on the basis of Advanced International Standards and increase the level of coverage with higher pedagogical education.

In particular, in the decision of the president of the Republic of Uzbekistan “on measures to further develop the pedagogical education sector”, the results of the analysis carried out on the supply of highly qualified personnel for the social sphere and economic sectors were seen as an urgent problem, first of all, the need to increase attention to the quality of training for the to identify young people with high interest and to introduce a continuous system of purposeful training and education; to improve educational plans and programs in educational areas and specialties of the pedagogical education sector on the basis of advanced foreign experience, to create innovative educational and educational resources and to introduce into practice; to improve the quality of education by ensuring the harmony of education, preparation, effective organization of scientific and innovative activities; regular study of the needs and requirements of the orders of pedagogical personnel, development of interaction with them and the establishment of scientifically based promising plans for the training of pedagogical personnel and their implementation were established as priority areas for the development of the educational sphere of pedagogy [1].

At the same time, serious attention is paid to the issue of introducing completely new approaches to the training, retraining, training, selection and development of personnel into the preschool education system, which is considered the leading link in continuing education.

For the full implementation of the goals and objectives set in preschool educational organizations, it is necessary to effectively manage the educational organization, properly organize the pedagogical activities of educators, create pedagogical conditions for them.

Because the activities of modern preschool educational organizations largely depend on the skills and competencies of the leader who manages it, being able to properly plan his activities and get a targeted approach to the management process. It is important to clearly define the goal on issues related to the preschool education system of the leader, make the right decisions and carefully develop the mechanism for its implementation.

The head of the modern competitive preschool organization, managing the main branch of continuing education, is the person in charge of carrying out the social order that stands before the educational organization in its activities.

However, in the management of preschool organizations today:

- insufficient professional, scientific and methodological training of the leadership personnel, lagging behind its preschool content and methodological support;
- failure to follow the principle of humanism and democratization in relations between the leader and pedagogical staff in the management of preschool educational organizations,
- reliance on the authoritarian style of management;
- lagging behind the acquisition of methodological knowledge, skills and qualifications necessary for the use of modern pedagogical, information and pedagogical technologies;
- inability to apply effective management methods in accordance with the requirements for the activities of preschool educational organizations;
- the fact that the leadership personnel do not have professional competencies, their ideological-political maturity is not at the level of demand;
- insufficient knowledge, skills and competencies of Education Management and management regarding information on advanced foreign experiences;
- we can see that there are disadvantages, such as the fact that the heads of most preschool educational organizations are busy with organizational work.

The "concept of development of the preschool education system of the Republic of Uzbekistan until 2030" also analyzed the current state of the preschool education system and the existing problems in its development and highlighted the "shortage of management personnel in the preschool education system and their low level of competence" [2].

In the process of rapid progress in the field of socio-economic, spiritual and educational changes carried out in our country, developing market economy relations, rapid progress in Science, Science, Technology, Technology and globalization of information, future specialists can be considered necessary to find a solution as an urgent problem in the process of improving their theoretical and practical preparation for the management of preschool educational organizations.

LITERATURE ANALYSIS

In the process of reforms carried out in our country, the comprehensive development of professional and methodological training of future management personnel capable of managing the educational system is an urgent issue.

Professional-pedagogical training of the heads of future preschool educational organizations is understood as its scientific-theoretical, psychological-pedagogical, scientific-methodological training, ideological-political and spiritual-moral maturity.

The components of professional and pedagogical training complement each other, form and develop in a mutual way, the knowledge, skills and qualifications acquired by the leader on these components are used in pedagogical activity [5].

At the stage of reforming the educational system in Uzbekistan, pedagogical conditions for the targeted management of the activities of educational institutions began to be studied by scientists. In particular, O.Q.Nishanov investigated this problem on the example of general secondary education schools. The author believes that the rounding of several alternative goals is important in the management of the activities of schools of general secondary education. Integrity is considered a system-forming factor in setting a single, general, basic, prime goal based on alternative goals [6].

One of the main tasks is the organization and improvement of the educational process in preschool educational organizations and the targeted development of leadership activities, based on the goals and objectives set out in the regulatory documents related to the field of preschool education.

The problem of “management purpose” in the field of management authors M.Sharifkhojaev. It was analyzed in depth in the textbook “Management”, created by abdullaevs. The authors say that the goal is a provision, that is, a common dream intended to achieve one or another intention, at first the goal will be determined, and then that goal:

- determines priority areas of activity;
- directs activity to a specific area, to work;
- determines the degree of necessity of this or that activity;
- ultimately determines the norm for evaluating the result.

In the management of a preschool educational organization, the scientific justification and correct definition of the goal is considered very important for management, since it is based on this goal:

- control functions;

- control methods;
- structural composition of management;
- issues such as the designation of positions and the selection of personnel are solved.

Management goals authors M.Sharifhojaev. It is classified by abdullaevs as follows[7].

Table 1.

Target types

№	Target categorization symptoms	Goals
1	Depending on the reflection of the relationship on the scale of the community	political objectives economic goals social goals educational-spiritual goals goals in the field of international relations, etc.
2	Depending on the control steps (levels)	Regional management objectives: - country goals - provincial objectives - district objectives - rural objectives - production goals - objectives of the national economy - network (sector) goals - enterprise (firm) objectives - individual goal. - prospective (perspective) goals - continuous (daily) goals - opportunistic goals disposable targets
3	Depending on the implementation period	current goals

4	Depending on the implementation of the management	prospective (perspective) goals continuous (daily) goals opportunistic goals disposable targets
5	Depending on the expected results	ultimate goals intermediate goals
6	Depending on the degree of complexity	simple traditional goals problem goals innovative goals

The effective functioning of the preschool education system is determined, first of all, by the activities of highly qualified executive personnel. Therefore, the management of the pedagogical community requires the heads of educational institutions to have “managerial” qualifications in achieving high educational performance [8].

The researchers say that the dynamics of professional-personal development of the leader will consist of three stages, namely adaptation, formation and stagnation. At the stage of professional adaptation, The professionally growing needs of society, the pedagogical community do not correspond to the professional description, knowledge and qualifications of the individual. In order to adapt to the professional team, the young leader acquires the experience of others, adapts to it.

At the stage of professional-personal formation, the individual style of activity, communication style, professional knowledge and personal experience styled by the leader himself will be in a conflict situation with the need to adapt to the requirements of adaptation to the requirements of higher organizations.

At the stage of professional stagnation, the head of the educational institution adapts his individual talents and capabilities to the requirements of the professional environment and acts on the basis of previous experiences and universalism. In this case, there is a decrease in the professional activity of the leader and his growth, signs of inability to receive news appear [9].

It can be seen from this that the successful passage of the professional-personal development stages of the future leader will depend on the competencies of management that are formed in them.

RESEARCH METHODOLOGY

In higher education institutions, a credit-modular system can be said to have its own capabilities in preparing students of the preschool educational direction for the targeted management of preschool educational organizations. Because, one of the main ideas of the credit-modular system consists in a gradual transition from education aimed at obtaining theoretical knowledge to an educational system aimed at the formation of practical skills, in which the educational process is planned taking into account educational standards based on a student-oriented approach in the form of open communication between students, employers, teachers and administration [3].

Also, the educational load, which represents the volume of hours required by the student to achieve the expected academic results based on the implementation of all types of educational activities - Lecture, practical training, seminar, laboratory work, course project (work), internship and independent work - is divided into 40 - 50% audience hours, 50 - 60% independent working hours, 60-70% independent working hours. This distribution indicates that the requirements have conditions for the effective use of the educational process in the preparation of managerial activities.

60112000-qualification students for the professional activities of bachelors in the direction of preschool education are shown to have the ability of future specialists to "form and develop knowledge and skills in educational management" [4]

ANALYZES AND RESULTS

In the experimental and test work on the topic of research, a special approach was taken to the system of teaching compulsory and elective subjects included in the curriculum in order to take advantage of all the possibilities of the credit-modular system in the process of preparing students for the management of preschool educational organizations at the undergraduate stage of the higher education system.

In particular, such specialist subjects as "preschool pedagogy", "Organization of preschool education and upbringing", "management and management in preschool education", "preschool management", "social adaptation of children", "comparative pedagogy in preschool education", "socio-pedagogical activity in preschool education", "professional competence and pedagogical skills", "preschool education competitive subjects such as "organizational and methodological foundations of the activities of an educational organization" have specific opportunities in preparing students for managerial activities, and planning assignments in the educational process, which require students to familiarize themselves with the content, forms, methods of managing preschool educational organizations, to the content of independent educational forms, gave positive results.

The student-run “can you be a leader?”, “Can you influence your employees if you stay in charge?”, “Can you define your own creative potential?”, and their attitudes, interests, and inclinations towards management were clarified.

Based on the results, students were given tasks related to the activities of the head of the preschool educational organization on the basis of a differentiated approach, including qualification for targeted management, skills acquisition.

The subject of “Preschool management” was effectively used in the field of practical training and Independent Education, the technology of Keys-stadi. In this case, the tasks related to the analysis of various problem situations, events that occur in the activities of leaders in the preschool education system were effectively used.

CONCLUSIONS

In conclusion, the effective functioning of the preschool education system is determined, first of all, by the activities of highly qualified executive personnel. Therefore, the management of the pedagogical community requires the heads of educational institutions to acquire the skills of “targeted management” in achieving high educational performance. And the formation of such qualifications is desirable to start with the undergraduate stage of Higher Education.

In today's period, when the development of the preschool education system in our country and the radical improvement of the quality of preparing children for school education has risen to the level of the main priorities of state policy, it is necessary to direct students to pay attention to the three main directions of targeted management of the preschool educational organization in the future,:

1.issues of education in the conceptual plan (long-term planning of education, strategic tasks related to the prospects (such as expanding the activities of the preschool organization, improving the quality of preparing children for school education);

2.issues related to the technical and technological supply of the educational process

(creation, implementation of new educational techniques and technologies);

3.issues related to the provision of pedagogical activity (personnel issues, taking

into account the socio-psychological environment in pedagogical communities, etc.).

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