



Research Article

THE MODEL OF PRESCHOOL EDUCATION MANAGER IN THE SOCIAL ENVIRONMENT OF NEW UZBEKISTAN

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ABSTRACT

Today, it is obvious that there is no other way for the development of an educational institution, except through the innovation process, that is, through the process of creating and mastering specific innovations in preschool management in new Uzbekistan. In order to achieve the goal, a number of tasks were identified in the article: the concept of communication of managers was defined, the essence of communication of managers of preschool education was revealed as a methodological phenomenon that accompanies the resource of system updates, a theoretical model of the communicative process and its system analysis was developed, methodological tools for communication of managers of preschool education were developed. The stable functioning and further development of the education system, including each specific educational institution, is a complex process that occurs under the influence of many objective and subjective factors.

KEYWORDS

Preschool education, management, kindergarten specialists, evaluative component, experimental work, innovative activities, methodological, inexperienced educators, principle.

INTRODUCTION

At the present stage of social development, education is turning into one of the most extensive and important spheres of human activity, which is closely intertwined with all other areas of public life. The ability of the education system to meet the needs of the individual and society in high-quality educational services determines the prospects for the economic and spiritual development of the country.

As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev: "Upbringing and education begin from the cradle, as our people say. After all, only education gives the harmonious development of the individual and society. Therefore, the state policy in the field of education should be based on its continuity throughout a person's life, starting from kindergarten." [1]

Uzbekistan adopted the "Concept for the development of the system of preschool education of the Republic of Uzbekistan until 2030". The concept of preschool education is a high stage of its development.

To date, 7104 preschool educational institutions operate in Uzbekistan, of which 5604 (79%) are state-owned, 63 are departmental and 1437 (21%) are non-state.

In 2017-2018, on the basis of 752 branches of preschool educational institutions, full-fledged preschool educational institutions with the status of a legal entity were formed.

Of the total number of children aged 3-7 years (2.5 million), 932,310 (37.7%) are covered by preschool education, including 500,236 children (20.2%) in urban and 432,074 (17.4 %) - in the countryside.



The total population of the republic as of January 1, 2019 was 32.7 million people. The average long-term population growth rate according to the State Committee of the Republic of Uzbekistan on Statistics is 1.7-1.8%. Due to the low mortality rate among preschool children relative to all age groups in the country, the growth rate of children aged 3-7 years is higher than the growth of the population as a whole.

While agreeing in general terms with the version of the modern interpretation of the concept of “model” in pedagogy as “an analogue of the pedagogical process, which reflects its components and the interaction between them”, at the same time we consider it necessary to correct our position on this issue [4]. A model is a material or mentally represented process, which, when studied, replaces the original object, so that its direct study provides new knowledge about the original object. The success of their course, the achievement of the planned results largely depends on the ability to determine what, how and when to change in the existing educational practice in modern Uzbekistan. In our study, we will use a systematic approach as a guiding principle in building a model of interaction between a manager and a teaching staff, which is

one of the resources for a systemic update of a preschool educational institution.

MATERIALS AND METHODS

In our opinion, in accordance with the indicated modeling mechanism, in the general model of interaction between the manager and the teaching staff, the following components can be distinguished: target, need-motivational, content, organizational and activity, managerial, evaluative effective.

The target component is of the utmost importance and plays a key role in our model. Focusing on the significance of this component, it is often called the value-semantic core of activity, its main integrating factor [5, p. 68-70].

In our opinion, the organization of the communicative activity of the teaching staff is primarily associated with the definition of its goals. The goal is understood as the ideal desired description of the final result of communication, while the clarity and specificity of the goal make it possible to determine the final result of communication.



A necessary condition for formulating the joint goal of communicative activity is the results of a problematic analysis of an educational institution with the designation of its main, or key, problem as a result [1]. This procedure assumes the exclusively collective nature of the activities of at least the majority of the members of the teaching staff of the educational institution.

Thus, the target component of our model assumes a certain procedure with access to a jointly developed and accepted goal of collective activity.

Need-motivational component. The effectiveness of the communication of the teaching staff, that is, the degree of collective implementation of the intended goals, depends on the formation of motives among the members of the teaching staff to solve the problems of their educational institution through innovative activities.

The need-motivational component finds its expression in the level of readiness of teachers of an educational institution for communicative activity. When determining this level, the following components are distinguished: motivational-value, cognitive, creative, procedural.

Content component. When determining the specifics of the content of the communicative activity of the teaching staff, in our opinion, it is necessary to keep in mind the following groups of factors that determine it. First! associated with the implementation of the main purpose (mission) of the educational institution; the second - with the achievement of the collective goals of the joint activities of the teaching staff; the third - with the achievement of individual (personal) goals by members of the teaching staff; the fourth - with the satisfaction of the educational needs of students, their parents, the immediate social environment.

Organizational and activity component. This component, together with the target one, plays the role of a backbone factor of the proposed model of interaction between the administration and the teaching staff.

In general, the activities of the teaching staff may be different depending on the method of its organization. In this regard, one can single out the activities of individual subjects in a team, joint activities, collective activities [7].

The organization of the communicative activity of the teaching staff can take place in various forms.



Optimal are the pedagogical and methodological advice of the educational institution. The effectiveness of the organization of communicative activity will be higher if active and interactive methods are used, for example, brainstorming, the method of nominal groups, methods of expert assessment, etc.

The choice of content and methods of organizing the activities of the teaching staff is directly dependent on its main functions. In pedagogical science, the following interconnected functions of the teaching staff are distinguished - internal and external. The internal function is connected with the fact that the teaching staff acts as a subject of their own development. The external function of the teaching staff consists in the pedagogization of the environment surrounding the educational institution, in its transformation into a factor of purposeful education. It is also noted that the capabilities of the teaching staff in the implementation of its educational functions depend on the level of its development and on the tasks solved in a particular period.

The success of the implementation of these functions largely depends on the management of the teaching staff and the level of organization of its self-government.

Management component. The organization of the communicative activity of the teaching staff is a controlled process. To determine the features and specifics of the organization of innovative activity, we need to identify the essence of the managerial component of the model being developed.

The following basic requirements can be imposed on the competence of the head of an educational institution in the process of organizing the communicative activities of the teaching staff: knowledge of the basics of communication, the ability to create positive motivation among team members, the creation of conditions under which opponents of innovations will cease to resist, etc.

Creating conditions for the development of an educational institution, achieving competitive advantages, especially in conditions of change, contribute to a reassessment of views on the content, role and significance of innovation management.

In our study, we are based on the point of view that all communications should solve the problems of a particular educational institution, that is, be a means, not an end in itself. In this regard, the communication process becomes



manageable, and the key role in it belongs to the heads of educational institutions.

The organization of the communicative activity of the teaching staff will be more successful and effective if the management team of the educational institution, as well as part of the members of the teaching staff, is included in the management of this process.

Inclusion in management characterizes, in our opinion, the degree of influence of the members of the teaching staff on the decisions made by the administration regarding the plans for the development of an educational institution. We especially note that all managerial decisions that ensure the mode of development must be collective, because only this condition ensures the rapid, successful and reliable inclusion of the majority of members of the teaching staff in the communication process.

Thus, the communication management of the teaching staff will be more successful and efficient if:

- The problematic analysis of the educational institution was competently carried out and its main task was correctly defined;

- The level of readiness and unambiguous understanding of measures and their consequences for solving the identified problem was determined;
- At least a quarter of the members of the teaching staff are involved in the development of measures to solve the main problem;
- In planning and implementing plans, priority is given to collegial forms of decision-making.

The evaluative and effective component of the organization of the communicative activity of the teaching staff is designed to diagnose the course and result of the innovation process. As a result of well-planned communicative activity of the teaching staff in the educational institution, the team itself develops.

При определении системы критериев и показателей влияния инновационной деятельности педагогического коллектива на его развитие считаем, что они будут способствовать формированию объективной картины инновационной деятельности, будут определять в дальнейшем конкретные формы и методы достижения запланированных целей.



Efficiency is defined by us as "the ratio of the result achieved (according to one or another criterion) to the maximum achievable or pre-planned result."

In our opinion, the criteria and indicators of the development of the teaching staff in the process of innovation are the following: motivational: the need for members of the teaching staff to solve the problems of their educational institution through innovation; willingness of teachers to engage in innovative activities; the desire to introduce new ideas and methodological developments into the practice of their educational institution; the formation of the motive of self-education; absence of anti-innovation barriers; increase in the number of teachers with sustainable motivation for transformation; increasing the activity of teachers in making and implementing decisions related to the strategic development of an educational institution;

- Target: the presence of personal goals among the members of the teaching staff, oriented with the general strategic goals and objectives of their educational institution; joint development and involvement in the socially significant goal of the educational institution,

which "becomes the core of innovative activity"; the orientation of the goals of the organization of innovative activity to the solution of real problems of an educational institution; awareness and appropriation by members of the teaching staff of the goals and prospects (planned result) of the activities of the educational institution;

- Cognitive: the availability of the knowledge, skills, abilities necessary for the implementation of innovative activities among the members of the teaching staff; joint development of intermediate and final criteria and indicators for the implementation of innovative activities and the achievement of its results;
- Creative: openness of members of the teaching staff to the new in pedagogical theory and practice; striving for the development of new private methods and technologies of education and upbringing; readiness for the creative use of the existing advanced pedagogical experience and the results of experimental developments in relation to the achievement of the planned goals of their educational institution; a critical attitude to

the existing, including their own experience of pedagogical activity;

- Communicative: improving moral and psychological climate in the teaching staff; reducing the number of conflict situations; development of relations of cooperation and mutual assistance between members of the teaching staff; development of coherence in their actions; strengthening emotional unity; an increase in the number of teachers participating in collective events, both formal and informal, regardless of their age, teaching experience, etc.'

RESULTS AND DISCUSSION

The presented model of interaction between the administration and the teaching staff allows us to further approach the consideration of the process under study in the experience of the activities of teaching staff of various educational institutions.

The organizational structure of the system of interaction between the administration and the teaching staff can be depicted in the form of a diagram (model), where, in addition to the subjects, the connections between them, relationships, and coordination are shown.

As can be seen from the model, at the first stage of innovation activity there is an accumulation of incoming information about innovations. In this situation, it is important to create an innovative background in the teaching staff, taking into account existing innovations, to create a data bank on new programs and technologies, on materials from the experience of various types of preschool institutions, in order to avoid unsystematic, inaccurate information about innovation.

The next step is to evaluate information about the innovation. Assessing it, it is necessary to assume the implementation of the Law "On Education", which guarantees the safety of the child's life. Here there is an assessment of possible alternatives, the need, the significance of innovations.

The next block of our model involves the creation of conditions for the creative activity of teachers. Creative susceptibility to pedagogical innovations is associated with the openness of the teacher's inner world to culture, society, with his intellectual initiative, pedagogical intuition and improvisation.



Creating an innovative climate that allows teachers to be creative is closely related to the transformation of the material and technical support of pedagogical progress, since none of the programs can be implemented without creating a developing environment for the child [9, p. 21-28].

After comprehending the existing innovations and creating conditions for creative activity in the team, the next block is included - the goal setting block. Here there is a refinement of the hypothesis, tasks, concepts, the development of a common sequence for solving them. The correct formulation of the goal ensures the high effectiveness of the development of innovative activities in the team.

The implementation block involves the definition of participants (subjects for the implementation of the goal) of the innovation process with a different attitude towards innovation and the carrier of innovation itself. It also determines the form of organization of the introduction of innovation (implementation of the goal).

The attestation commission evaluates the level of professional training, competence, results and quality of work of leaders and teachers of

preschool institutions; is an incentive to improve the pedagogical qualifications of kindergarten specialists, an incentive for the development of innovative processes in them.

The second level of the presented structure is the level of deputy heads for educational work, economics, health improvement and catering, the personnel department and management methodologists.

The content of the activities of this level is the definition of development tactics and the development of technologies for introducing innovations into the practice of kindergartens.

The main task of the deputy head for educational work is the organization of experimental, scientific, methodological, research work in preschool institutions.

The deputy head for educational work analyzes the existing opportunities for preschool educational institutions in the field of implementing innovative changes and the possibility of long-term development; predetermines the trends in the development of innovative processes, the consequences of the introduction of innovations in the pedagogical

process; plans to study, generalize and disseminate the pedagogical experience of preschool educational institutions, activities to improve the skills of participants in innovative processes; a system of scientific, methodological and research work within the framework of the management of children's institutions, activities for relations with the educational structures of the region; controls the effectiveness of the course of innovation processes, their compliance with programs and development plans.

Deputy heads in other areas (economics, health improvement and catering, personnel department) provide conditions for the implementation of innovative processes in teaching staff through the coordination of financial and economic activities of preschool educational institutions, the use of new programs and technologies in the field of life and health protection children, rational nutrition organizations, determine the main directions of personnel policy, the preparation of a reserve of leaders of preschool educational institutions.

Methodists: provide direct assistance to the heads of preschool institutions in the implementation of development programs and the use of new technologies, organize, under the guidance of the

deputy head for educational work, the productive activities of professional associations and creative groups, coordinate the joint activities of participants in innovative processes, advise heads of preschool educational institutions and specialists in fundamental issues of the implementation of innovation processes, develop methodological documents that provide innovative, research, experimental activities and other technologies for the implementation of innovation processes.

The information center, along with other tasks, provides promotion of innovative processes taking place in preschool educational institutions, the introduction of various programs, the development of new technologies and author's methods among teachers, parents, the population, plant production workers through publications in the media (city and factory newspapers, television, radio).

The third level is the level of heads of preschool educational institutions. This level determines the development strategy of a particular preschool institution. This includes the head, educator-methodologist, supervisor.

The manager creates conditions for the creative growth of teachers of her team, the opportunity to engage in research and experimental work. The educator-methodologist organizes a system of methodological and investigative work in a preschool educational institution, advises educators and specialists on the implementation of innovative activities in kindergarten. Develops guidelines for teachers on the use of new technologies and copyright programs. The supervisor coordinates scientific and methodological research in the pedagogical teams of the preschool educational institution, provides scientific advice on the theory and methodology of school education, helps managers and teachers in mastering innovations, methods of research, experimental work, in developing author's programs.

The fourth level is the level of educators of preschool institutions and specialists in areas.

In terms of content, this is the level of operational management at which schools of excellence, schools for inexperienced educators, counseling centers, a psychological service, methodological and other associations are created. At this level, the following are mandatory: research activities of the teacher; development of scientific and

practical innovations; examination of new technologies for training, education and development, as well as activities for the implementation of advisory, predictive, monitoring, expert functions.

The fifth level - pupils of preschool institutions. This is the level for which the whole structure is built.

In recent years, in the field of domestic preschool education, they started talking about the formation of social behavior in children in the spirit of democratic values and norms. Every child is unique and beautiful. The child has the right to his own "I", to the ability to respect and appreciate himself, to show himself and his skills in various hobby groups, studios, during organized classes.

Thus, the presented multi-level structure for the implementation of the goal in the model of interaction between the manager of the preschool educational institution and the teaching staff is characterized, first of all, by the implementation of the modern approach of "multi-role participation in activities", when not only the leadership of management and the kindergarten, but also the pedagogical a team that participates

in the development of plans, discussion of the progress of work to develop a solution.

CONCLUSION

Thus, the presented structure is focused not on the autonomous, independent development of innovations, but on the implementation of their entire set as an integral complex within the framework of the presented model. Considering this model, we note that the data of the block for obtaining the result involve determining the technological readiness of the teacher, associated with the generalization of his experience, establishing contacts with innovative teachers. Here there is a search for new solutions in the standard conditions of their own activities, new author's programs are created that are suitable with demands and requirements of education system of modern Uzbekistan.

The data of the block for obtaining the result are carefully analyzed by a professional teaching staff, positive and negative points are determined, tested for effectiveness and safety for children, and are proposed for further implementation. If it is necessary to obtain additional information, perhaps to determine new goals and objectives,

there is a feedback from the first block of obtaining information about innovations.

To sum up the block of analysis of the result obtained forms, in addition, a positive orientation of needs, motives, interests in the study of alternative approaches to teaching and educating children. The teacher realizes the need for self-improvement: there is a desire to study other approaches to the problem of interest to him, a desire to go to courses, participate in seminars, etc. This also requires information from the first block.

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