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INCREASING THE MANAGEMENT POWER OF PRESCHOOL EDUCATIONAL INSTITUTION DIRECTORS THROUGH COMMUNITY MANAGEMENT

Abdiyeva Fazilat Fayzulla kizi

Teacher of the Department of Theory and

Methodology of Preschool Education,

Faculty of Preschool and Primary Education,

National Pedagogical University of Uzbekistan named after Nizami

E-mail: fazilatabdiyeva771gmail.com
ORCID: 0000-0003-4071-7156

Abstract. This article focuses on the improvement of the mechanism for managing professional qualities in the collective management of directors of preschool educational organizations, the transformation of innovative management and education quality management, the introduction of quality management, and the improvement of the scientific and methodological support of the preschool education system. This, in turn, is aimed at creating a healthy environment between the director and the employee in preschool educational organizations, developing methods, techniques, and mechanisms for conducting systematic work with the team.

Keywords: management, educational organization, team management, teacher, efficiency, director, preschool education, management skills.

INTRODUCTION. In recent years, important regulatory and legal documents have been adopted in our country aimed at ensuring the professional qualities of directors of preschool educational organizations in the collective management and their effective functioning, and a complex of measures are being implemented on their basis. In particular, based on the Resolution of the President of the Republic of Uzbekistan No. PD-3261 dated September 9, 2017 “On measures to radically improve the preschool education system”, a systematic procedure has been established for the professional qualities of directors of preschool educational organizations in the collective management and the introduction of a quality education system in preschool educational organizations, and the fundamental reforms and innovations being carried out in the preschool education system are a clear example of this. From this perspective, it is important to introduce a mechanism for managing professional qualities in the collective management of directors of preschool educational organizations, create an information space and meet their existing needs.

The professional skills of the manager are of particular importance in the development of innovative innovations and managerial skills in the preschool education system of developed countries of the world such as Finland, Singapore, Japan, Korea, Turkey. Formation through mentoring and feedback based on modern management principles helps to correctly accept criticism and make the right decisions in necessary situations.

LITERATURE ANALYSIS AND METHOD. Foreign scientists on the management processes of preschool education organization directors A. Kombas, A. Maslow, E. Zeyer, K.

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Rodgers, A. Amadco, I. Allen J. Seaman, D. Keegan, H. Kappel, B. Lehmann, J. Loeper, B. Holmberg, M. Dougiamas, P. Taylor, P. Yusyavichene, B. Goldschmidt, M. Goldschmidt, J. Russell, E. Polatlar, scientists of our country A. Askarov, U. Begimkulov, M. Vakhobov, R. Djurayev, U. Inoyatov, K. Karimov, N. Mamadov, O. Makhmudova, A. Melibayev, M. T. Mirsoliyeva, O. Musurmanova, Q. T. Olimov, Researchers such as N. Rakhmankulova, Sh. Saidkulova, D. Sayfurova, R. Safarova, F. Tojiyeva, B. Khodjayev, T. Khurvaliyeva, D. Shadimetova, A. Shin, N. Shodiyev, T. Shoymardonov, M. Yuldashev, Sh. Kurbanov conducted scientific and theoretical studies on the effective organization of the management process.

Approaches developed within the framework of classical management theory offer different definitions of the concept of management. Thus, M. Albert, M. Mescon, F. Kheduriy interpret management as “the process of planning, organizing, motivating, and controlling necessary to formulate and achieve the goals of the organization.”

M. Woodcock considers management as a specific type of activity that transforms unorganized people into an effectively directed and productive group. In his opinion, such management is a stimulating element of social change and an example of significant social transformations.

According to researchers E.P. Tonkonogaya and V.G. Shipunov, E.N. Kishkel, management exerts a targeted influence on teams of people to organize and coordinate activities in complex dynamic systems. The views of S.F. Bagautdinova, G.Sh. Rubin, N.G. Korneshchuk, A.N. Starkov are very important for our research, they emphasize that management is a process in which the subject of management influences its object, the interaction of the managed higher and managed subsystems, the coordination of common goals, tasks, and actions between subordinates and leaders at the level of subject-subject relations.

DISCUSSION. In our republic, the reform of the education system has risen to the level of state policy, ensuring that our children acquire modern knowledge and professions in conditions that meet world standards, grow up as physically and spiritually mature people, realize their abilities and talents, intellectual potential, and cultivate feelings of loyalty and selflessness to the motherland in the hearts of our youth. That is why today one of the directions in the education system is the innovative activity of educational organizations, which is defined as the main factor. Each future specialist should understand the need to reform the education system and understand its importance in joining the innovative processes of educational organizations in practice, and see himself in an innovative field where there is an opportunity to create and, most importantly, master innovations.

The aspect of the management process related to production is that it is a seemingly self-contained, goal-oriented, socio-economic, organizational-technical process. Consequently, this process is carried out to achieve economic and technical results through various methods and means.

The tasks of management in the process of production of organizational relations should be clearly indicated.

In this regard, various social, psychological, pedagogical, legal, technological and other sciences are studied in preschool educational organizations, but the main task in understanding

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the management relations of the team is played by the knowledge of organizational relations. These include the theory of team organization, the theory of national economic planning, the scientific organization of production, management science, etc.

RESULTS. The relationship between the leader and the employee, the psychological climate in the group, and the effectiveness of the work team largely depend on the management style used by the leader. Management style is a set of habitual behaviors that the leader uses in relation to his employees, including the organization of work among them. Although there are various approaches to differentiating management styles in classical management sciences, in practice none of them can recommend an ideal style that is suitable for the management situation. Psychological research shows that each style necessarily has its limitations. For example, basing on the principle of a systematic approach can provide a more complete analysis of the topic of management style. Accordingly, the management style used should correspond to the life of the organization, the goals it sets for itself, and the primary tasks it performs. According to a systematic approach, a leader must be well-versed in the system he or she manages, accurately assess its current state, be able to envision its future, and be able to actively involve employees involved in implementing changes.

One of the professional qualities of the director of a preschool educational organization that not only increases his reputation, but also leads him to the main goal in difficult situations is independence. The leader should strive to have his own vision, observational skills, and personal point of view. True, the director of a preschool educational organization must listen to his colleagues, as well as his advisers, but the decision and its implementation are his responsibility. Therefore, independence in thinking and behavior is one of the main factors of effective team management. However, independence should not turn into a stubborn attitude. For this, the director of a preschool educational organization must always coordinate his initiative with the goals of the organization or team.

CONCLUSION. So, by carefully observing his employee, the director of a preschool educational organization can detect the harmony or conflict between the layers of his personality. Another condition for the director of a preschool educational organization to have such a view is that the conflict of layers in the employee's psyche is also caused by the environment formed at the organizational level. So, if the norms formed in the organization are unhealthy, the employee will commit insincere actions and may contradict his beliefs and values. Some directors of preschool educational organizations cannot rely on their employees and instead have a negative opinion about them. Such directors of preschool educational organizations are not systematic in their aspirations, do not enter into close communication with those around them, and cannot express their inner world well.

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