

## **MODERN APPROACHES TO TARGET MANAGEMENT OF PRESCHOOL EDUCATIONAL ORGANIZATIONS**

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### **Annotation**

The article discusses the theoretical foundations of targeted management of preschool education organizations, the stages of setting management goals.

**Keywords:** management activities; targeted management; professional and pedagogical training; goal setting; diagnosis; make predictions; design; planning

### **Introduction**

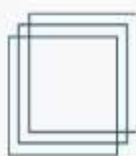
The development of the pre-school education system in our country and the radical improvement of the quality of preparation of children for school education have risen to the level of the main priorities of state policy.

The modern stage of development of the education system - the first stage of preschool education is characterized by the following changes: the legal and regulatory framework of preschool education is improving; organizations are moving to new forms of financial and economic activities; the network of non-governmental organizations is expanding; advanced technologies of education are applied; the system of professional development is improving; Alternative forms of preschool education are being introduced, investment projects are being implemented with the participation of financial institutions. Innovative and experimental activities of preschool education organizations are expanding.

The effective functioning of the preschool education system is determined, first of all, by the activities of highly qualified managers. Therefore, the management of the teaching staff requires the leaders of educational institutions to have "management" skills in order to achieve high levels of education.

Management activity - the management activity of the leaders of an educational institution can be considered as the interrelated activity of two subjects, namely the leader and the education system. In this case, the object of leadership of the leader is an education system with the necessary features such as management and self-management, based on various influences, the managed educational organization also influences the results of management and the subject of management.

As noted by the authors RH Djuraev and ST Turgunov, management is a process that applies to all human activities, planning, organizing, monitoring, analyzing and evaluating certain activities to meet the needs of life, to achieve the intended goals. represents the coordination of their activities through exposure [5].



Ensuring the implementation of the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 PF-5198 "On measures to radically improve the management of preschool education" and further expansion of public and non-governmental networks of preschool education organizations Some work has been done to create conditions for the formation of a competitive environment, the introduction of new forms of preschool education in public-private partnerships, as well as the effective organization of the Ministry of Preschool Education of the Republic of Uzbekistan [3].

The management of preschool education organizations requires a specific approach according to their types, goals and objectives, the order of their activities. Preschool education organizations in Uzbekistan are organized by the following types:

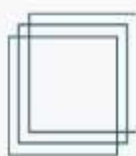
- general type of preschool education organization;
- multidisciplinary specialized preschool education organization;
- preschool education organization with inclusive groups
- a joint-type preschool organization [1].

The Ministry has been entrusted with the task of coordinating the activities of all types of Preschool education organizations and improving the effective management system, taking into account the level of leadership in the field of preschool education, the level of knowledge does not meet the requirements. In particular, in accordance with the tasks assigned to it, the Ministry performs the following functions in the field of retraining and advanced training of managers and teachers of preschool educational institutions, which are able to address the issues of upbringing and comprehensive development of children at a high professional level using modern pedagogical technologies:

In the field of retraining and advanced training of managers and teachers of preschool educational institutions capable of solving the problems of upbringing and comprehensive development of children at a high professional level with the use of modern pedagogical technologies:

- Coordinates the activities of retraining and advanced training of teachers;
- Monitors the staffing of;
- carries out and coordinates research and scientific-methodical activities in the field of preschool education;
- promotes the introduction of modern pedagogical and information technologies, advanced foreign experience in the field of preschool education in the system of training, retraining and advanced training of teachers;
- Defines the list of professions and specialties for which professional training of pedagogical staff is carried out for Preschool education organizations;
- attests the heads and pedagogical staff of state preschool educational institutions [3].

In the process of reforms in the country, the development of socio-economic spheres, the comprehensive development of professional and methodological training of



managers working in the management of the education system is an urgent issue. Professional and pedagogical training of the leaders of Preschool education organizations means their scientific-theoretical, psychological-pedagogical, scientific-methodological training, ideological-political and spiritual-moral maturity.

The components of professional and pedagogical training complement each other, are formed and developed in an integral way, the knowledge, skills and abilities of the leader on these components are used in pedagogical activities [5].

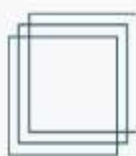
The duties of the head of education organizations are as follows:

- Further improvement of the system of preschool education in the territory of the organization, strengthening the material and technical base of the organization, the effective organization of educational and methodological activities;
  - Providing the organization with highly competent, skilled and qualified teaching staff;
  - Full implementation of regulations in the field of preschool education;
  - Participate in the meetings of the Council of the district (city) department of preschool education, production meetings, meetings of local authorities and prepare proposals for them on the issues related to the activities of the organization and the development of the system;
  - Planning the activities of the organization, development of annual and long-term work plans;
  - Approval of work plans of the organization, curricula, annual calendar curricula
- Review and approval of work plans of teachers and specialists of the organization, control over their full and quality implementation;
- Adoption of orders to determine the direction of development of the organization, their coordination with the work plan of the district (city) department of preschool education.

At the stage of reforming the education system in Uzbekistan, scientists began to study the pedagogical conditions of targeted management of educational institutions. In particular, OK Nishanov studied this problem on the example of general secondary schools. According to the author, the integration of several alternative goals is crucial in the management of general secondary schools. Integrity is a system-forming factor in defining a single, common, basic, main goal based on alternative goals [6].

One of the main tasks is to organize and improve the educational process in preschool education, as well as the targeted development of leadership, based on the goals and objectives set out in the regulations in the field of preschool education.

Effective management of Preschool education organizations at the present time requires the creation and introduction of effective management mechanisms based on the requirements of the time. Indeed, the increasing integration processes and the information system reaching the international level, increasing competition, etc. will dramatically change the attitude to social governance in a beneficial way and accelerate the adaptation to social change in the management system.



In a modern system of governance, the leader must know the complex task of combining the interests of the state, the community and the individual. In addition, it is advisable to set the right financial and moral incentives to increase the efficiency of activities.

The unity of goals of all members of the team, i.e. these are valuable areas that unite the individuals in the team. If we are talking about an educational organization team, then the goals are given from the outside. One of the tasks of management is to formulate the goal correctly.

Positive resolution of these issues requires executives to have a thorough knowledge of the basics of management activities and a high level of competence, along with their personal abilities. The manager's first attitude towards his subordinates ensures that employees perform their work with high quality and work in high spirits. The ability of managers to take into account their circumstances and personal characteristics in the process of working with employees, to find a way to their hearts, depends on his level of knowledge, the culture of behavior. Leaders with these characteristics will be able to properly address the complex issues facing the teams they lead and execute plans with high efficiency.

Research work in the field of pedagogy is aimed at increasing the motivation of managers and employees, improving management skills, increasing the efficiency of management, the formation of managerial skills, attentiveness, staff consolidation.

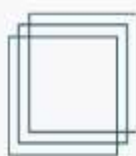
Since the 80s of the twentieth century, the importance of the purpose of management in the education system and the problem of its definition has emerged as an object of scientific and pedagogical research. In pedagogy, there are different views on the concept of "goal", which are described in terms of educational, pedagogical and developmental goals.

Management is a special form of activity aimed at improving the functioning of the social system by increasing the level of regulation. The essence of the management process is to set the course in the direction of matching the goal.

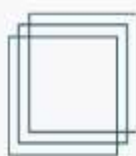
The goal is the product of an important direction in the form of a model of the intended outcome. This is something that education entities are expected to acquire at the end of their activities. A goal is the ultimate result of an activity that is ultimately predictable. Goal setting is a key factor in the management of an educational organization, starting with the design of the management process, the design and organization of the pedagogical process.

The result describes the level of achievement of the goal, demonstrating the effectiveness of the management process. If the result is in line with the stated goal, it indicates that the management process is progressing successfully.

We will look at the management actions of the head of the education organizations at each stage of his career.



1. Goal setting - defining key tasks, shaping management results. This management is a key factor in the activity, directing the joint activity of the manager and the teaching staff to the overall result.
2. Diagnosis - a study of the potential of teachers and the existing material and technical conditions. This allows the need to adjust the goal and choose the means to achieve them.
3. Forecasting - anticipation of the results of management activities under the existing conditions within a set time.
4. Design - to create a model of previous activities, to select the ways and means for the time set in the existing conditions, to separate the stages of achieving the goal, to formulate specific tasks for them, to identify management tools and ways.
5. Planning is the development of a plan of prior interrelated target management areas and management activities.
6. Organization - the involvement of teachers in the work assigned by the manager, cooperation with them in achieving the set goals.
7. Information support - the establishment of didactic support of PRESCHOOL EDUCATION ORGANIZATIONS, the provision of methodological assistance for the organization of the pedagogical process in accordance with the established objectives. This allows you to quickly change the course of the collected information process, to introduce the incentives, effective means.
8. Monitoring, evaluation and modification - the creation of incentives that affect the process of targeted management, coordination of changes in the object of pedagogical influence.
9. Analysis of the completed process - to determine the inefficiency, the cause of their occurrence, to identify measures to prevent it in the next period of redevelopment. Therefore, it is necessary to pay attention to three main directions of targeted management of education organizations:
  - Conceptual issues of education (long-term planning of education, strategic tasks related to the future (expansion of the activities of education organizations, improving the quality of preparation of children for school education, etc.);
  - Issues related to the technical and technological support of the educational process (creation, introduction of new educational techniques and technologies);
  - Issues related to the provision of pedagogical activities (personnel issues, taking into account the socio-psychological environment in pedagogical communities, etc.).In short, the effective functioning of the preschool education system is determined, first of all, by the activities of highly qualified managers. Therefore, the management of the teaching staff requires the leaders of educational institutions to have the skills of "targeted management" in order to achieve high levels of education.



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