

**DIRECTIONS OF EFFECTIVE APPLICATION OF FOREIGN
MANAGEMENT EXPERIENCE IN PRESCHOOL EDUCATIONAL
ORGANIZATIONS**

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Annotation

The goal of introducing modern mechanisms of pre-school education management, improving the education and training process, filling pre-school educational institutions with highly qualified specialists, and improving their infrastructure and material and technical equipment has become one of the priority directions. In the article, it will be discussed about the directions of effective application of foreign management experience in preschool educational organizations.

Keywords: preschool education, management, methodology, goal, experience, application, stage, education

In the first years of independence, the idea of creating a modern uniform system of personnel training was put forward: "It is necessary to develop a completely new system of training, moral, ethical and professional training. It is necessary to create completely new educational programs in terms of quality," he said. These thoughts of the head of our state later served as a methodological basis for the creation of many laws related to the field of education, relevant regulatory documents, and most importantly, the national personnel training program recognized by the world community. In this program, it was envisaged to reform preschool and school, secondary special and vocational and higher education in three stages, and to create a five-stage education system. Pre-school education is the first stage of the continuous education system. Its main goal is to ensure the development of the child's personality in all aspects, to realize his abilities, to form the skills necessary for learning, continuous education and to prepare for

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Bilbao, Spain on November 10th, 2022.

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successful schooling. Preschool education organizations play an important role in educating children in the spirit of patriotism, dedication to the ideals of independence, high respect for our history and rich spiritual and educational heritage and values, along with the formation of children's knowledge and practical skills. The methodology of researching the problems of educational quality includes three different levels of analysis: general methodological, specific methodological and specific research methods.

The difference between methodology, methodological and research processes objectively reflects the system of tools. In this case, it is about the limitation of methods of analysis at different levels of studying authenticity and approaching the object, i.e. higher (covering the process in all its interactions), middle (covering the operation of this system in certain historical conditions) and experimental-testing levels. The general methodological level is a general socio-philosophical approach to the problem being organized, which requires a comprehensive organization of the research object and subject, all its aspects, connections and tools. This idea is strongly emphasized in most of the works of well-known scientists, pedagogues and educational organizers, who include the issues of forecasting and forward-looking planning in the field of education as one of the most important problems. But the task is to move from realizing the need for predictive research in the field of education to the research itself, which allows for the implementation of a clearly expressed social order for the development of the education system in the republic. In this regard, in the work related to educational and pedagogical forecasting, the forecasting problems of the educational economy in the future, for example, prospective quantitative parameters, i.e. determining the need for pedagogical staff, qualified workers and specialists, predicting the appropriate amount and specialization of various educational organizations, and great attention is paid to rational placement, prospective planning of the topic of scientific and pedagogical research, and clarification of the socio-economic efficiency of the educational system. In particular, the pedagogical and didactic problems related to the predictive justification of the goals of continuous education at different levels, the quality of education, its content, methods, tools and organizational forms of educational activities are still not sufficiently developed. The range of topics related to the main methodological and theoretical problems of forecasting the development of the continuing education system is very wide.

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First of all, it is necessary to determine the real scientific status of pedagogical forecasting and the field of science covered by this branch of knowledge, to show the objects and main directions that pedagogical forecasting is possible. After that, it is necessary to justify the system of methodological principles that determine the approaches to the organization of diagnostic research in the field of education, taking into account the specific nature of the forecasting objects and concrete conditions. In this case, it is important to analyze certain research methods that ensure obtaining reliable information in the description of forecasting and its accuracy. Educational management and knowledge. The primary effectiveness of the conscious management of education is legitimate, because the planned management system of the processes taking place in it is actually more effective than the management systems that regulate these processes involuntarily. This is evidenced by the fact that the programmatic approach, systematic approach and analysis are widely used in modern education at all levels of management. The fact that the relationship between the controlling and controlled systems, the subject and the object of control is legal means the compliance of the control field with the requirements of the control object. For example, changes in the development of the economy in the mid-1990s required a certain change in the entire management apparatus in our country, which was reflected in the set of reforms in education and personnel training that began in 1997. As a result, the system of education and its management acquired the principle of sustainable development in accordance with the requirements of socio-economic, political changes, scientific and technical development. The following can be included among the general principles of management: priority efficiency and conscious planned management; to strengthen the processes of interaction between the controlling and controlled systems, the subject and the object of control, division of labor and cooperation in management. Let's look at these rules. The division of labor and the strengthening of cooperation processes in management can also be included in the general laws of field management. Legitimacy, first of all, reflects the horizontal and vertical division of labor in management, which is due to the development of management, the expansion of the range of controlled systems, the emergence of new functions and types of activities. Secondly, the division of labor requires its coordination, that is, the coordination of the work of management subjects, which finds little expression in the cooperation of management labor. If general laws are specific to management as a whole, private laws are specific to certain aspects and systems of

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management. The following can be included among the private laws: the change of management functions, the optimization of the number of management stages, the concentration of management functions, and the law of widespread control. The laws of change of training management functions indicate the increase of one function and the decrease of another at different hierarchical levels of management. For example, at the level of the Ministry of Public Education of the Republic of Uzbekistan, strategic tasks that mainly cover the content of education (curriculum, programs, state educational standards, textbooks, study guides, etc.) are solved, while at the level of an educational institution, tactical issues related to the implementation of general secondary education goals are solved. will be done. The principles of optimization of the number of management stages require the elimination of redundant links of management, which increases its flexibility and speed. Consolidation of training management functions means that each level of management tends to concentrate more functions, that is, to increase the number of management personnel. Information about the increasing number of bureaucratic apparatuses in all countries clearly demonstrates this pattern. The distribution of control reflects the relationship between the number of employees under the control and the ability of the manager to effectively lead their activities and control their work. Laws of training management (both general and private) have an objective nature and are implemented in the process of managing people's activities. When formulating the principles of educational management, the laws of management should be fully taken into account. The principles of educational management are the rules that determine the basic requirements of the management system, structure, and organization of management. Management principles, like laws, are divided into general and private. The general principles of educational management have a universal nature and affect all areas of management. The following can be included among the general principles of training management: clear goal orientation, planning, knowledge, discipline, motivation, hierarchy. The principle of clear goal-orientation is determined by the essence of program-targeted management, and it provides for the clear setting of goals for each educational management body and each of its units. In this case, the goal should be really achievable and as clearly defined as possible, which ensures that the work is reasonable, mobilizes the efforts of employees for its implementation. The principle of clear goal orientation implies not only the set goals, but also the determination of the ratio of these goals to the necessary resources. In this, it is necessary not only to ensure that the goals are linked to the

main resources necessary to achieve them, but also to focus on the weakest link that prevents the achievement of the goals.

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