

FUNCTIONAL TASKS IN THE DIRECTION OF IMPROVING THE PROCESSES OF PRACTICAL PEDAGOGICAL AND MANAGERIAL ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation

This article reflects the issues of creating a healthy environment in preschool educational organizations, the implementation of the functional tasks of the heads of organizations, the organization and improvement of the pedagogical process on a scientific basis, ensuring its effectiveness, the development of professional competence of pedagogical workers. It has been proven that one of the most urgent tasks of today is to create the necessary conditions in the team in order to coordinate the activities of preschool educators and pedagogical workers, to establish management activities based on ensuring the cooperation of an educational institution-a neighborhood-parents..

Key words: professional training, functional analysis, functional tasks, management activities, information and analytical function, target-motivation, preview, control diagnosis, regulation, organizational performance, professional competence

Due to the need to raise the preschool education system to a new level in our republic on the basis of advanced experience in the world, certain reforms are being carried out in the field. Looking at foreign experiences, we can witness that preschool education is the main driver of knowledge, while being the lowest stage of education, it is given a political tone that it is necessary to develop this stage in all respects. For example, in the pre-school curriculum in the UK, not only the general educational process and the development of reading and counting skills in the child are given. It defined specific skills and bi-abilities in six areas of development of children aged 4-5 years: personality; socio-emotional; communicative; awareness; Mathematical; Physical; creative. At the same time, preschool children are required to: identify sounds at the beginning and end of a word; be able to distinguish sounds and letters; say all the letters of the alphabet; read simple vowels and a sentence; write their own name; acquire skills such as the use of phonetics knowledge when writing simple vowels. And in Japan, the preschool system is social relations; health, safety; language; environment; it included five directions, such as expressing feelings. In Japan, preschool education was carried out mainly through institutions belonging to the state, municipality, private and prefecture. The training of personnel and specialists active in these institutions in professional and managerial activities is formed as a separate system. Special decisions and orders on the development and staffing of this sphere were announced by the government. Of particular importance is the quality of the upbringing and content of a child in a preschool educational institution, which is not related to the state or the private nature of the institution, but to the territory in which it is located, the pedagogical team and the established educational process. Especially in preschool institutions,

the teaching of parents by the pedagogical team according to the method of raising children, and regularly relying on parental cooperation in the management of the institution is the most priority aspect of Japanese preschool education. The structure of the committees of "mothers" who solve various issues contributes to the development of maussasa activities. Such goals lead to the creation of high-tech applications in Japanese nurseries.

In our country, regulatory legal acts have been created on the material and technical base of improving the system of preparing preschool children for school, as well as theoretical and methodological foundations. "In the Resolution No. 3305 "on the organization of the activities of the Ministry of preschool education of the Republic of Uzbekistan"...today, the issue of" fundamentally improving the activities of preschool educational institutions, increasing the coverage of preschool children, creating a modern system in all respects with the study of advanced foreign experiences "is highlighted,"in the concept of development of the preschool education system of the Republic of Uzbekistan until 2030 "...comprehensive intellectual, moral of preschool children, the issue of" creating conditions for aesthetic and physical development " is defined as one of the priority tasks. Also, the law of the Republic of Uzbekistan "on preschool education and upbringing"legally guarantees the rights of preschool children (Article 37) "to undergo compulsory one-year preparation for general secondary education".

From the above legal principles, it became known that the development of the system of preschool education and the provision of this area with mature specialists naphodymesthe process of implementing the functional tasks of the heads of the educational institution requires the organization and improvement of pedagogical processes on a scientific basis, ensuring its effectiveness, creating the necessary conditions in the team for the development It is aimed at ensuring cooperation between the educational institution and the neighborhood, parents and production enterprises, as well as the introduction of joint management in achieving the set goals, in which it is possible to observe the implementation of professional and socio-psychological functions by leading employees.

Because, the performance of the leaders ' own functional functions determines their professional functions, and in this, the leaders, as a professional-specialist, constantly interact with the pedagogical staff and educators, and this, in turn, expresses the fact that leadership activities also cover socio-psychological functions. These functions are carried out in a certain system in the process of communication of the leader with pedagogical staff, and such communications are in the form of direct and indirect (commands, guidance, instructions).

Focusing on the content and essence of functional tasks, it is observed that the following management functions are carried out by them in the implementation of their functional tasks. The information and analytical function is of particular importance in management, when obtaining and analyzing information, the process begins and is completed. In other words, the analysis of information is the foundation of the management system. The main task of this function is the continuous collection of information about pedagogical workers (subjects of the pedagogical process) and their in-depth study and objective assessment. Based on the performance of these tasks, strategies for the development of the activities of pedagogical

workers, development factors, ways of organizing and controlling their implementation are determined. Therefore, it is necessary that the information collected about the pedagogical staff and their professional training is not only reliable, but also fresh and justified.

The main task of the information and analytical function is the continuous collection of information about pedagogical workers and their professional training and their in-depth study and objective assessment, and this information is necessary for the leaders, since in their direction they are guided by the existing conditions in the educational institution, interaction, the psychological environment in the team and the interests, inclinations, , on the basis of the collection and analysis of information about family conditions and activities, the educator plans to organize and improve the activities of employees and determines the instructions for implementation.

The target-motivational function implies the organization of activities aimed at instilling interests in pedagogical workers in the direction of the regular development of their pedagogical skills and professional competence. Motivation is necessary for the systematic work of pedagogical staff on themselves, the study of innovations, continuous independent improvement of their knowledge, skills and abilities, coordination of innovative activities, increasing their activity and adequate Organization of activities aimed at instilling interests for innovative processes in them.

The preview-planning function determines organizational forms, methods, influencing means, serves to assess the norms and results of control, and also provides an opportunity to coordinate and regulate the behavior and innovation activities of pedagogical workers.

Identification of the concepts, knowledge, skills and abilities, abilities, professional skills, personal qualities and universal qualities of professional importance, mood state, achieved results, tendency to self-development, opportunities and aspirations of pedagogical workers by leaders, study of the mental environment, relationships and needs in the team, as well as the process of interaction favorable to all, creating an innovative educational environment, in the development of mechanisms for the development of the activities of the educational institution and the improvement of management, as well as the development of mechanisms for the development of professional competence of pedagogical workers, a preview-planning function is carried out.

The organizational and executive function finds expression in all areas of the leader's activity. That is, it will be related to the selection and placement of personnel, determining the rating of pedagogical workers, the distribution of tasks according to their professional training, professional skills and abilities, experience and capabilities, the formation of a system of interaction of pedagogical workers in an educational institution, the collection and processing activities of information on the needs, capabilities of pedagogical workers, As a result of this, a structural structure characteristic of one or another pedagogical system is formed.

Control-diagnostic function. Control is one of the active stages of the processes of managerial activity of the leader, which will be associated with all the functions of management. In the processes of coordination and improvement of the activities of pedagogical workers, various situations can also arise, that is, forced deviations according to circumstances, in such

situations, control creates opportunities to timely identify the cause of the mistakes made and establish methods for their correction. The validity of control control is expressed through diagnosis.

The Regulation-Coordination function serves to systematically develop the level of concepts, knowledge, skills and abilities of pedagogical workers and other pedagogical workers, arm them with innovations, regularly develop their professional competence on the basis of continuous professional development and organization of experience exchange processes and coordinate their behavior, innovation activities, create the necessary conditions for self-development and free manifestation of their

Based on the purpose, function and content of the functional tasks and management functions of the heads of educational institutions, it can be said that the heads of educational institutions pedagogical workers in the development of professional competence:

- collection, processing and objective assessment of reliable information about the concepts, knowledge, skills and abilities of pedagogical workers, abilities, professional skills, personal qualities and universal qualities of professional importance, state of mood, achieved results, tendency to self-development, opportunities and aspirations;
- to study the state and importance of the process of direct interaction between pedagogical workers, neighborhood, parents and caregivers;
- formation of an educational environment favorable for the development of concepts, knowledge, skills and abilities of pedagogical workers;
- coordination of the activities of participants in the processes of educational relations, which plays an important role in the development of professional competence of pedagogical workers;
- organization and control of continuous professional development processes in an educational institution on a scientific basis;
- provision of scientific and methodological and educational literature, technical means, technological equipment, equipment and devices, educational and methodological and regulatory documents necessary for the organization of continuous professional development processes on a scientific basis;
- study and analysis of the existing relations in the educational institution, factors affecting the physical, mental and intellectual development of pedagogical workers, the relationship between educators, parents and educational institution and educators who directly influence them;
- identification and analysis of existing contradictions in the educational institution, as well as possible shortcomings;
- regularly developing the level of concepts, knowledge, skills and abilities of pedagogical workers, arming them with news, self-development and creating the necessary conditions for the free manifestation of their faith and abilities;
- regular development of professional competence of pedagogical workers and coordination of their behavior, innovation activities on the basis of the organization of continuous professional development and exchange of experience processes;

- determination of the rating of pedagogical workers, distribution of tasks according to their professional training, professional skills and abilities, experience and capabilities;
- formation of a system of interaction of pedagogical workers in an educational institution;
- collection and objective assessment of information on the needs, opportunities, in a word, the level of professional competence of pedagogical workers;
- the ability of pedagogical workers, their interest in acquiring knowledge and learning News, identifying the reasons that cause positive and negative traits in them, and determining the optimal ways to influence them;
- Organization of activities aimed at identifying and analyzing the level of pedagogical skills of pedagogical workers, educating them in the spirit of loyalty to the motherland, national pride, high morality, respect for the heritage of great ancestors, developing knowledge, skills and abilities in their interests;
- determination of the degree of inclination and aspiration of pedagogical workers to develop their professional competence and making decisions in the direction of improving their activities;
- Organization of innovative processes and formation of the interests of pedagogical workers in its results;
- regular stimulation on the basis of an objective assessment of the results and capabilities of the work performed by each pedagogical worker.

Collaborative activities are usually organized in the form of human-human relations based on the creation of a process of interaction, as well as human relations with the external environment, educational relations, that is, interaction in the implementation of the intended goal, based on the requirements of the purpose of the educational institution and the needs of team members. The purpose of collaborative activity is objective, determined in its place by all participants, and interest in all is formed in its results.

The professional competence of pedagogical workers is determined by the degree of their exactingness to themselves and their work, their mastery of their work, their thorough knowledge of the secrets of their field, their self-development and ability to fully work their abilities and capabilities, their ability to establish cooperation in an educational institution, family and neighborhood, so that the leaders can:

- knowledge of the activities of pedagogical personnel and its legal foundations, the distribution and effective use of Working Time, forms of decision-making, decision-making, implementation, secrets of strategy and strategic management, theories of motivation and types of assessment of Personnel activities;
- to know the general laws in the development of the institution, the secrets of managing human activities and to have strategic thinking;
- mastering the functional aspects of management and managing factors related to motives (creation of a system of material and socio-psychological stimulation);
- formation of productive work, initiative-creative attitude to work, taking into account the needs of the team and the individual in achieving the goal, creating opportunities for the productive use of rest time;

- creation and support of a healthy socio-psychological situation in an educational institution, optimal interpersonal and Intergroup Relations, conditions for batartib and friendly work of employees, manifestation of the mental and moral potential of each individual;
- achieve their equal satisfaction with the results of labor that educators and other employees carry out together;
- to be able to relate the leadership styles to the situation and use them wisely, to adapt the management of the educational institution to internal and external changes;
- it is necessary to have the necessary knowledge, skills and abilities in the direction of organization and improvement of innovative processes.

In conclusion, it is necessary to ensure the organization and effectiveness of the activities of the educational institution, to form a sense of responsibility in them for the regular development of professional skills of pedagogical workers, to organize innovative processes and to arouse interest in them in its results, to create conditions for their equal interest and satisfaction with the results of their Through the organization of innovative processes, it is required to study the opinion of team members and take into account their proposals on various issues in the direction of improving the activities of the educational institution, when making decisions that differ from each other at different levels, purpose, task and content. The tasks of ensuring the participation of employees in these processes and the positive solution of issues in the direction of achieving the goal, as well as existing problem situations, have been expressed in the management of the institution in a number of tasks that are required to be performed by all managers.

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