

## PRINCIPLES OF TRAINING MANAGEMENT PERSONNEL FOR PRESCHOOL EDUCATIONAL ORGANIZATIONS IN THE HIGHER EDUCATION SYSTEM

Umarova Mukaddas Mukhtarovna

Kokand State Pedagogical Institute,

Doctor of Philosophy in Psychology(PhD), Associate Professor

### ANNOTATION

In this article, future leaders who will take an active part in the management of preschool educational organizations in the process of socio-economic, spiritual and educational transformations, the development of market relations, the development of science, technology, technology and the rapid exchange of information in the republic talk about preparation.

**Keywords:** professional and pedagogical training, scientific and methodological training, ideological and political, spiritual and moral maturity, knowledge, skills, competence, professional competence, practical pedagogical activity.

Professional-pedagogical training of rukovideley doshkolnyx obrazovatelnyx organizatsiy oznachaet ix nauchno-otereticheskuyu, psichologo-pedagogicheskuyu, nauchno-methodicheskuyu podgotovku, ideyno-politicheskuyu i khovno-narvstvennyuyu zrelost.

The professional-pedagogical preparation of the teacher training organization has specific components that complement each other and develop legally in the process of higher pedagogical education. Znaniya, navyki, qualificatsiya i professionalnye kompetentsii, priobretennye rukovitelem MTT v organizatsii vyshego obrazovaniya, sovershenstvuyutsya v ego prakticheskoy pedagogicheskoy deyatel'nosti. Imenno potomu osoboe znachenie imeet obespechenie professionalno-pedagogicheskoy podgotovki budushchego rukovitya v protesse vyshego obrazovaniya.

In the process of social-economic, spiritual-educational reform, development of market economic relations, development of science, technology, technology and operational exchange of information and in the process of operational exchange of information, scientific-methodical development of future leaders who will take an active part in the management of school educational organizations, today has personality and actuality.

S uchetom sotsialnogo zakaza, postavlenno pered doshkolnym obrazovaniem v protsesse vysshego pedagogicheskogo obrazovaniya, obespechivaetsya planomernoe razvitie nauchno-methodicheskikh znaniy budushchih rukoviteley putem organizatsii ix samostoyatel'nogo obucheniya. V protsesse vysshego pedagogicheskogo obrazovaniya osushchestvlyayetsya pedagogicheskii protsess, napravlenyy na osnashchenie studentov samimi sovremennymi znaniyami i obuchenie ix sekretam iskusstva upravleniya.

Nashi nablyudeniya pokazyvayut, chto na sogodnyashniy den v prepogotovke upravlencheskix kdrov doshkolnyx obrazovatelnyx organizatsiy imeyutsya sleduyushchie dosatki:

- otstavanie professionalnoy, nauchno-methodicheskogo podgotovki rukovodyashchikh kadrov ot soderjaniya doshkolnogo obrazovaniya i ego nauchno-methodicheskogo obespecheniya;
- insufficient attention is paid to the development of creative and social activities, ideological and political maturity of specialists;

- lack of scientific-theoretical and methodical basic system preparation of managerial personnel of school educational organization, as well as insufficient attention to the acquisition of methodical knowledge, skills, qualifications and competence, necessary for the use of modern pedagogical and information technology and processes.

Postanovlenie President of the Republic of Uzbekistan Sh.M. Mirziyoeva on December 29, 2016 "O merah po dalneyshemu sovershenstvovaniyu sistemy doshkolnogo obrazovaniya v 2017-2021 godax" No. Kachestva

Analyz obrazovatel'nogo protsesa, napravlennogo na podgotovku pedagogicheskikh kdrov dlya doshkolnykh obrazovatel'nykh organizatsiy, pokazyvaet, chto v etom protsesse uchashchimsya ne daetsya dostatochno informatsii o znaniyax i ponyatiyax, neobhodimyykh dlya deyatel'nosti doshkolnykh obrazovatel'nykh organizatsiy. Znanie pedagogiki doshkolnogo obrazovaniya otorvano ot ee practical. This has a negative impact on the effectiveness of school education. V tselyak obespecheniya kachestva i effektivnosti doshkolnogo obrazovaniya osoboe vnimanie sleduet udelit podgotovke vysokokvalifitsirovannykh pedagogov i vospitateley.

Segodnya Pravitel'stvom Respubliki Uzbekistan i Minister'stvom doshkolnogo obrazovaniya osushchestvlyayetsya mnojestvo meropriyatiy, napravlennykh na reformirovanie organizatsiy doshkolnogo obrazovaniya s uchetom trebovaniy novoy epoxi, uluchshenie podgotovki detey k shkole. Sovershenstvovanie vospitatel'nykh processesov v doshkolnykh obrazovatel'nykh organizatsiyax, reconstruction of school doshkolnykh obrazovatel'nykh organizatsiy, sozdanie blagopriyatnykh conditions dlya vsestoronnego razvitiya detey zanimayut prioritynoe mesto v gosudarstvennoy politike. Ponyatno, chto effective organization of school education nevozmojna bez podnyatiya doshkolnogo obrazovaniya na novyy kachestvennyy uroven. Eta idea podtverjdaetsya both theoretical and practical. Bez serezhnoy reformy doshkolnogo obrazovaniya nevozmojno uluchshit schkolnoe obrazovanie, sformirovat chyloveka s novym kachestvom.

Kak i v lyubom protsesse reformirovaniya, v modernizatsii doshkolnogo obrazovaniya vajnoe mesto zanimaet obuchenie i podgotovka pedagogicheskikh kadrov. Osobenno vajno razvivat ix znaniya, umeniya, navyki i kompetentsii, svyazannyye s upravleniem doshkolnymi obrazovatel'nymi organizatsiyax. Potomu chto my yavlyayem'sya svidetelyami togo, chto u rukovideley pedagogov, batotayushchix ve doshkolnykh obrazovatel'nykh organizatsiyax, dosostatochno znaniy ob upravlenii etimi obrazovatel'nymi organizatsiyax i predstavleniyax ob urovnyakh upravleniya. And to je vremya izvestny sluchai nesposobnosti v polnoy mere predstavit masshtaby svoix upravlencheskikh urovney u molodykh spetsialistov, zakanchivayushchix vysshee uchebnoe zavedenie doshkolnogo obrazovaniya. Potomu trebuetsya voorujit process podgotovki pedagogov doshkolnykh obrazovatel'nykh organizatsiyax znaniyami ob upravlenii doshkolnymi obrazovatel'nymi organizatsiyax, urovnyakh etogo upravleniya, sphere deystviya kajdogo urovnya, obektak, a dlya etogo sleduyushchie pedagogicheskie description doljny byt vklyucheny v obrazovatel'ny content. Novyye trebovaniya k kvalifitsatsii pedagogicheskikh kadrov i rukoviteley doshkolnykh obrazovatel'nykh organizatsiyax opredelyayutsya iskhodya iz obshchey tseli povysheniya kvalifitsatsii rukoviteley doshkolnykh obrazovatel'nykh organizatsiyax i pedagogicheskikh kadrov. Dlya etogo neokhodimo usovershenstvovat tipovyye trebovaniya k podgotovke budushchikh spetsialistov, botayushchikh v organizatsiyax doshkolnogo obrazovaniya.

Jelatelno, khtoby rukoviteli i pedagogy, working and educational organization of children, with methods of early development of children's talents. Takje vajno podderjivat svetnosti i professionalnoe razvitie budushchih uchiteley. Pedagogi kajdo school educational organization doljny byli osvoit additional professional programs. In the same word, the modernization of the sphere of school education represents a soboy tselostnuyu system, which includes and sebya sovokupnost zakonomernostey i zadach. Oni deystvuyut individual i vmeste v processe formirovaniya novogo obshchestva. Dlya togo chtoby vozmozhnosti kachestvennoy otsenki takoy deyatel'nosti rasshiryalis iz goda v god, narastaet neobhodimost sovershenstvovaniya sistemy podgotovki budushchih spetsialistov, ix vooruzhenia metodami upravleniya organizatsiy doshkolnogo obrazovaniya. Ved upravlenie kachestvom organizatsiy doshkolnogo obrazovaniya napriamuyu zavisit ot znaniy i opyta budushchikh spetsialov v danoy oblasti, professionalnykh kompetence. Pri etom za shet obespecheniya kachestva i effektivnosti doshkolnogo obrazovaniya budut rasshireny vozmozhnosti ustraneniya razlichy i razlichy v urovne razvitiya seniorshikh doshkolnikov.

The ability to upravlyat doshkolnoy obrazovatelnoy organizatsiy formiruetsya v processe raboty pedagoga. Dlya etogo spetsialistu neokhodimy pedagogicheskie znaniya, professionalnye nyvyki, bezbarnicnaya lubov k detyam i devotion svoey professionsii, initiative, predpriimchivost, chestnost, rebovatelnost, spravidolost, vejlivost i umenie napravit collective na opredelennuyu sel.

Для формирования руководящей деятельности педагогов doshkolnoy obrazovatelnoy organizatsii neobhodimo v protessegovysshego pedagogicheskogo obrazovaniya sformirovat u studentov ryad kachestv. Include:

- uvajitelno odnositsya k tovarishcham po commande, uchenikam i ix roditelyam;
- Vse vidy doshkolnogo obrazovaniya: ponimat znachenie deyatel'nosti gosudarstvennykh and non-gosudarstvennykh organizatsiy doshkolnogo obrazovaniya i basicunyu tsel organizatsii i upravleniya kajdoy iz nix;
- gosudarstvennye and non-gosudarstvennye organizatsiy doshkolnogo obrazovaniya, znat osobennosti upravleniya imi;
- ovladenie priemami stimulation of creativity and initiative;
- osvoenie opyta sozdaniya vozmozhnosti kollegam gorditsya rezultatami svoey deyatel'nosti;
- umet prislushivatsya k mneniyu tovarishchey po commande, reagirovat na nix, imet knobnost k kriticheskomu podhodu;
- imet vozmozhnost uverenno smotret na okrujayushchikh lyudey, nablyudat za nimi, analizirovat ix povedenie i objektivno otsenivat ix;
- ovladenie priemami nabludeniya za povedeniem tovarishchey po commande, proper diagnosis, correction and elimination of the lover and the basics of obyasneniya;
- initiative support;
- self-control and collective;
- umet predstavit sebya na meste drugix;
- priobretenie opyta uvajeniya dostoinstva tovarishchey po commande i berezhnogo otnosheniya k nim;
- ne prinimat pospeshnykh resheniy;
- pobujdat tovarishchey po commande k tvorcheskoy deyatel'nosti;

- ознакомити товаришчэй по конде с новостями текущей стутацией;
- imet vozmojnost deystvovat na osnove plana;
- good knowledge of the normative and legal basis for the creation of conditions for successful work;
- znat pravila pravilnogo primeneniya mer pooshchreniya i nakazaniya;
- otsenivaya rabotu tovarishchey po commande;
- strogoe soblyudenie povestki dnya;
- terpet critic;
- находится в harmonii с руководителям вышестоящей организации и создает опыт takikh otnosheniy у svoix tovarishchey по komande;
- takie kak organization upravleniya deyatelnostyu organizatsii v svyazi so slojivsheysya situatsiye.

In the same word, the human factor, the proper distribution of power, the authority and knowledge of the manager, the development of the organization of preschool education, the creation of conditions for peaceful and urgent work of employees, the ability to perform systematic work, the proper organization of internal control and monitoring of preschool education, convenient mechanical training, and the application to realize all the pre-school educational organizational tasks and analyze the results.

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