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Leadership of the Director of the Preschool Educational Organization in Educational and Methodological Work

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A B S T R A C T
Effective management of preschool education organizations in the present period requires creating and implementing effective management mechanisms based on the current requirements. After all, the increasing integration processes and the information system reaching the international level, increasing competition, etc. will dramatically change the attitude towards social management in a beneficial direction and accelerate the adaptation to social changes in the management system

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Introduction.

The main directions of the preschool education organization's management of educational processes:

1. to control the organization of educational work in each group based on the plan, to study and analyze the work documents of the educator, including the group's educational work plan, diagnostic notebook, and report of the completed work;
2. Control of the equipment of group rooms, and their provision with appropriate educational manuals, visual aids, and toys.

Educational processes at MTT include:

- trainings (educational activities);
- game activity;
- labor activity;
- -walks and excursions are included.

Materials.

Monitoring the organization of educational activities:

1. The teacher's organizational activities in training:

- Existence of training summary;
- Equipment with visual aids and efficiency of their use;
- fulfillment of psychological and hygienic requirements for the organization of training;
- efficiency of time use;
- the whole training. The duration of its parts and stages.

- following didactic principles;
- paying attention to the classification of children according to the mastery level;
- The level of fulfillment of the content specified in the "Ilk Kadam " program (achieving the didactic purpose);
- Optimality of the methods used in training;
- Conformity of the logic of training to the age and level of development of children;
- Level of application of advanced pedagogical technologies.

Educational activity of the teacher during training:

- that the exercise is played as an idea;
- to what extent the issues of spiritual and moral upbringing of children have been resolved;
- To analyze the training based on the assessment of the level of aesthetic impact on children, the level of use of other educational opportunities.

Manifestation of personal qualities of the teacher in the classes:

- teacher's speech (tempo, diction, emotionality, expressiveness);
- -pedagogue's culture, manners, position towards children;
- Pedagogical leadership style for the group in classes (authoritarian, democratic, liberal);
- Appearance of the pedagogue in training.

Game control.

Estimated conditions for game activity: Game control.

Estimated conditions for game activity:

- Sufficient amount of time for the game;
- Availability of space, necessary toys and manuals for expansion of game activities and their proper placement in the room;

enriching children with impressions and their good mood.

Research and methods.

Methodology of leading the game activity:

- Game-based methods and methods to support and improve the emotional and positive states of children;
- Estimating the activity of game participants ; - ⟩timely transition from one type of activity to another, what methods and methods are used to achieve this;
- Extending and complicating game activities;
- Education of positive relationships and other moral qualities.

Labor control:

- whether all types of child labor are reflected in the plan (domestic work, manual work, work in nature);
- what regime times are the labor processes planned for (before breakfast, during training, outings, in the evenings) how educational issues are reflected in the plan (hard work, responsibility, mutual support...);
- planning of labor management methods;
- diversity of methods of introducing children to the work of adults;

- compliance of the work plan with the requirements of the " Bolajon " program;

work with parents.

The main directions of activity of the head of MTT:

1. Planning of educational work at MTT.
2. Maintenance of pedagogical documents.
3. Providing methodological support to young educators.
4. Organization of educational work and its control.
5. Estimate the use of modern pedagogical technologies in organizing children's lives and educating them.
6. Monitoring and analysis of educational activities.
7. Organization of Pedagogical Council, seminars and consultations.
8. Generalization and popularization of advanced pedagogical experiences.
9. Establishing kindergarten, family and community cooperation.
10. Equipping the methodological office and setting up its activities.

Planning is an important function of pre-school management that predicts the planned, regular and efficient operation of all its departments.

Result and discussion.

The reform of the education system in Uzbekistan requires coordination of state requirements, programs, planning with the requirements of scientific and technical development, characteristics and capabilities of children. Today, it is necessary and possible to develop unified requirements for planning, which predicts a comprehensive approach to education and upbringing of preschool children and the coordination of the aspirations of the entire team of pedagogues.

Before planning, the state of educational work at MTT is comprehensively and thoroughly analyzed. Its achievements and shortcomings are determined, urgent tasks for the near future are determined. Accurate planning of MTT work allows the team to always focus on the main tasks I. Working documents of the group educator:

1. Calendar plan of educational work with children (1-2 weeks).
2. Consideration of special training events.
3. Minutes of group parent meetings.
4. Information about parents and children.
5. Children's attendance record.

II. Working documents of the music director:

1. Calendar plan for weekly work with children.
2. Quarterly plan of leisure and entertainment.
3. Weekly plan for working with educators.

Conclusion.

The basis for planning work in groups is the "First Step" state curriculum, in which the tasks and content of the educator's work are given in two sections: organization of children's lives and their upbringing, and teaching in classes. The program includes:

- physical development of children, self-service and hygiene;
- socio-emotional development of children;

- speech , reading and literacy of children;
- children's cognitive process, having an idea about the environment and understanding it;
- development of visual activity in children;
- development of musical activity in children;
- Educational and educational tasks in the areas of development of children's play activities are mentioned.

Educators are based on these directions:

- planning the education of behavioral and cultural hygiene skills in children;
- planning of leading children's games;
- planning work activities;
- planning of training in training;
- planning the morning hour;
- planning a trip;
- Plan the afternoon.

In addition, the program provides an annual schedule of training for different age groups. The teacher plans his work based on this schedule.

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