



OPPORTUNITIES AND MECHANISMS FOR ORGANIZING STRUCTURAL MANAGEMENT IN PRESCHOOL EDUCATION ORGANIZATIONS

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ABSTRACT

This article explores the factors ensuring the quality and efficiency of the preschool education system, their essence, significance, and mechanisms, as well as opportunities for organizing structural management within preschool education organizations (PEOs).

KEYWORDS: Preschool education system, education quality, structural management, education system, management, leadership activity, continuous education, efficiency, development, improvement, factors, mechanisms, well-rounded personality.

INTRODUCTION

The primary goal of structural management in a preschool education organization is to create stable conditions for the comprehensive development of children. This is achieved through a well-coordinated, clearly structured, and efficient management system that fully utilizes all its capabilities. The management of human resources, material and technical resources, and the quality of the educational process directly impacts the level of children's development. The uniqueness of structural management in a preschool education organization (PEO) is determined by its goals, objectives, structural composition, and distinctive features in management processes. In such organizations, the main objective is to create conditions for the comprehensive development of children and prepare them for school. To fulfill this task, a special management system has been established, which defines the essence of the opportunities for organizing structural management.

Structural management refers to an organized set of interrelated elements that ensure their stable interaction, integrated functioning, and development. The structural elements consist of the components of the staff and management apparatus, as well as the relationships and connections between them.

By leveraging the existing capabilities of any structural management system, the following tasks are addressed within the organization:

Informational task: Rapid and accurate transmission of necessary information within the structural management system across hierarchical levels (upwards and downwards), as well as in all directions (vertical and horizontal).

Formal task: Clear allocation of responsibilities and powers for each employee and organizational unit, and ensuring their implementation.

Functional task: Facilitating cooperation among employees and departments in performing their functions and resolving emerging issues.

Control task: Providing managers with the ability to precisely and comprehensively monitor the work of subordinates.

Interaction with the external environment: Creating departments or maintaining close relationships with all organizational structures within the framework of the external environment.

Ensuring staff mobility: Assisting management in overseeing employees and helping workers organize and advance their vertical and horizontal careers.

G. M. Qosimov classifies the life cycle stages of an organization into the following types: entrepreneurship, collectivity, formalization, and management; development of an organizational structure; crisis (weakening, decline, depression, and so on). He believes that every manager should be aware of the developmental stage of their organization and assess how appropriate the leadership practices applied in this stage are.

According to the author, the longevity of an organization's lifecycle significantly depends on the consistent and methodical improvement of its organizational structure. In this regard, particular attention should be paid to the following aspects:

- The preparatory stage for designing the organizational structure of the management system;
- A thorough analysis of similar (model) organizations in operation;
- Adherence to a methodological sequence in developing the organizational system;
- The practical implementation of the new organizational system.

In a preschool education organization (PEO), it is essential to classify the structural components of the management system into two types: the structure of divisions and the structure of processes. The structure of divisions reflects the composition and functions of a PEO, encompassing specific departments such as educational and upbringing services, organizational-methodological work, administrative and economic activities, and medical services, each carrying out designated tasks.

The structure of processes represents the educational and upbringing processes within the PEO, including their planning, interconnections, and achieved outcomes. All departments participate in each of these processes.

The main organizational types of structural management widely utilized are linear or hierarchical, linear-staff, functional, linear-functional, and program-targeted types. Each of these organizational structures includes formal and informal relationships. Formal relationships are vertical connections that differ based on the types of supervisors and subordinates.

If a supervisor has complete authority and responsibility for issues related to the activities of a lower-level unit within the scope of their position, this type of relationship is referred to as a linear formal relationship (e.g., management relationships associated with the director of a PEO).

If the authority of a supervisor is limited, and they are responsible only for specific issues related to the activities of a subordinate or lower-level unit, this is referred to as a functional formal relationship (e.g., management relationships associated with a methodologist, administrative manager, or medical staff).

In addition to vertical relationships, horizontal relationships exist between the structural management bodies of a PEO. These include coordination, integration, and collaboration connections.

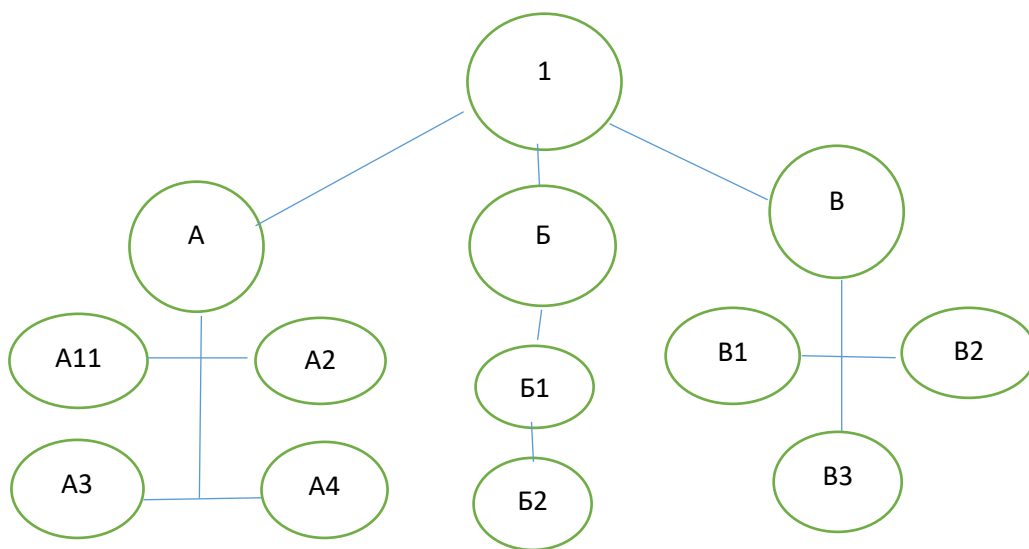


Figure 2.1.1. Linear Structure

(Explanation: 1 - PEO Head; A - Methodologist; A1-A2-A3-A4 - Group Educators; B - Administrative Manager; B1-B2 - Technical Staff; V - Councils: V1 - Supervisory Council, V2 - Pedagogical Council, V3 - Parents' Council)

Today, the structural management of preschool education organizations (PEOs) requires specialists to adopt and implement it with high responsibility, considering the demands of the market economy. The specific form of a PEO (state PEO, public-private partnership, family PEO) and the management of its activities must be based on an analysis of the key conditions, functions, and objectives of the educational organization.

CONCLUSION

In conclusion, while PEOs generally perform the same functions—such as the comprehensive development of preschool children, providing high-quality preschool education services, and preparing children for school—these functions are carried out under varying conditions and approaches in each organization. Consequently, the quality indicators and success rates of education in PEOs differ significantly. The main issue here is the rational management of PEOs, which is directly linked to fully utilizing mechanisms that adapt the system to the requirements set by the state and society for preschool education.

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