

DEVELOPMENT OF MANAGEMENT COMPETENCE OF THE HEADS OF PRE-SCHOOL EDUCATIONAL ORGANIZATIONS ON THE BASIS OF CLUSTER METHOD

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Abstract

Due to the management, planning and organization of the Organization of preschool education, the necessary but inadequate conditions are created for the effective unification of the strength of the members of the educational organization Team. From practice it is known that the work that people do in real does not always correspond to the official requirements that are imposed on them. A distinctive feature of social organizations is that people who enter into them, having their own reasons, are able to set themselves the goal in front of them. They can and will not want to do something and work accordingly. When people come to the organization, they want it to give them the opportunity to realize their interests. The management and planning of pre-school education organizations is one of the most urgent tasks of today. In the article, the heads of pre-school educational organizations expressed their views on the development of management compensation on the basis of cluster method.

Keywords: - Management, Planning, Organization, competence, activity, opportunity, private categories, Organization, leadership, control, effectiveness, quality of education, knowledge, awareness.

Introduction:-

Management of the pre-school educational organization it is successful when the joint activity is well planned and organized, when the performers know what, where and how to perform it, until

the internal and external conditions change, which require correction in the process. These changes can pose a threat to the implementation of planned actions or, on the contrary, open up some new opportunities. The management must react in a timely manner to the changes that are taking place, and for this, it is necessary to have information about it. In order to obtain such information and determine whether it is necessary to correct the course of the work, it is necessary to carry out a special management action, which is called control.

Thanks to the control, the management will have a reconnection the most important component, which itself does not operate without it. Control makes the management "eye-open" and impactful in relation to changes. And the attitude to these changes is made through planning, organization and guidance. As a result, the control circuit becomes closed. Planning, Organization, guidance and control have a complex structure and itself is organized from many other works. For example, it can include planning, analyzing the situation, forecasting, setting a goal, assessing efficiency, deciding on the choice of any variant of the work plan, etc. Management provides for the provision of assignments to employees at hand, analysis of the situation in the team, evaluation of the work of employees at hand, making decisions on awarding and punishing, informing employees, solving disputable situations.

In the management of an educational organization, not a single, but many management categories are carried out. These categories have a hierarchical structure-private categories are relatively common. For example, in an educational organization, the general category of management of the educational process is distinguished by the categories of planning, organizing, directing and controlling the primary and Secondary Education. Both these categories, in turn, have a complex structure. For example, within the category of management of primary education and some classes, categories of Planning, Organization, guidance, control of the study of subjects are distinguished.

In the management process, at the same time, the work of different management categories is carried out. Someone can make adjustments to the schedule of classes, someone can control the work of the teacher, someone else can discuss the work schedule of the pedagogical Council. This makes management constellations not only for the uninformed observer, but also for the majority of management subjects. But the head of the educational organization, responsible for the integrity of management activities, must formulate these categories and monitor each of them.

Planning, Organization, guidance and control are considered as management work due to the implementation of authority relationship. The concept of profit, although widely used in the process of social relations, is one of the least worked concepts in management theory. Since there is no general theory of effectiveness, all attempts in this direction have not resulted in the expected result so far. In different areas of activity, their own private indicators of efficiency are used. But in education today there are no such indicators.

The director is the organizer, head of the organization of preschool education, a qualified educator, his activity is aimed at the full-fledged solution of the tasks of educating preschool-age children as a perfect person. He performed in accordance with educational, pedagogical and hygienic requirements in children's institutions provides the necessary conditions for the increase. it creates a working, purposeful state of mindset in its community. He gives them general guidance. The decision taken by the state and the Ministry of public education in the work of the director, applies the laws and carries out creative work on the subject. High consciousness and political maturity to oneself and subordinates are the main requirements for the boss.

Proper relationship among the team controls that every employee adheres to the discipline of Labor and production. Leadership position obliges the head of state to constantly consciously improve his ideological, spiritual-educational, political-legal level and professional skills, to thoroughly master the pedagogical knowledge, the theory and practice of teaching and education to children, to know the task facing pre-school education at the present stage, to use his knowledge in his activities. He must be well versed in and comply with the program, methodological, instructive normative documents. He should know in depth the essence of the pedagogical process, take measures to immediately eliminate imperfections.

The head of pre-school education organizations is appointed by the head-aging departments of public education from persons with higher education and a work experience of not less than 5 years. Preschool education is carried out with the active participation of the Labor team, the board of preschool education organization, work on the selection of personnel, putting them in the queue organizations. The heads of preschool institutions take care of the regular training of the professional skills of the personnel, the educational skills and the cultural level of taking into account the skills of the staff and the interests of the preschool institution, ensuring their orderly and timely transfer from place to place.

Preschool education forms a reserve of personnel in organizations, constantly working with them. The director leads the whole activity of the kindergarten, works on landscaping and landscaping of the kindergarten. The head of the department is responsible for the correct Organization of the procedure for providing the institution with food products, filling the kindergarten with the planned children, implementation of the educational and educational program, Summer health care, knowledge of pedagogical and service personnel, attitude to work, their attitude to the work, is the head of the Department for improving their nutrition.

Nevertheless, the concept of efficiency is very important and useful in the direction of quality. Having understood the whole complexity of the task, we will attempt to determine what the effectiveness of management is. Before we talk about efficiency, we introduce the concept of activity productivity. How much of the activity is productive. Productivity means a feature of activity that shows the ratio between the usefulness of the results obtained in some time and the costs associated with it. Productivity is often used as an indicator of management effectiveness. Although there is no doubt that management effectiveness is interrelated with activity productivity, however, they are not the only ones. Higher results of education compared to other educational organization cannot always be evidenced by the high quality of Management in this educational organization.

For example, if an educational organization has an excellent material base, on account of additional sources of funding it can provide teachers with higher salaries than those of other educational organizations, it can ensure that the quality of education is higher than that of an ordinary educational organization devoid of all these blessings. But the issue lies in how well each educational organization makes use of the opportunities it has. Evaluation of the quality of management depends on the answer to this question. Management must make full use of the opportunities to obtain a profitable result according to its task. The better he will cope with this task, the more effective it will be. When we say management effectiveness, we understand the nature that reflects the relationship between productivity that is achieved and what can be achieved.

Such a definition can be used both in relation to the management of activities and in relation to the management of development. But in each of these cases, different results and different costs must be taken into account. The educational organization can ensure for itself that the quality of

Education is as high as possible (this can be evidenced by the high efficiency and management of the functioning), but at the same time it cannot use the existing opportunities of education in an objective way to master the innovations and increase its potential. This is evidenced by the low level of effectiveness of Management in the development of an educational organization.

The quality of education includes various aspects of educational activities, the content, forms and techniques of teaching, the material and technical base, the composition of personnel, ensuring the development of the awareness of young people receiving education. It is determined by the sum of the descriptive indicators. The term "knowledge" ("awareness") is widely used in management. But its use in the educational system has not become so popular. To determine what is intended to give to students and students, it has often been come up with using the concepts of knowledge, value or trust and tradition, and is now also being used.

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