



THE PROBLEM OF TIME IN THE ADMINISTRATIVE ACTIVITY OF THE DIRECTOR OF THE PRESCHOOL EDUCATION ORGANIZATION

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Abstract

In the article, proposals and recommendations are put forward on the current issues of the correct distribution of time and its rational use in the management activities of the director of a preschool educational organization. We have presented the analysis of our author's opinions, analyzing the scientific justification of time allocation in the organization of preschool education and the theories in this regard.

Key words: Preschool education organization, quality, strategy, manager, management culture, leadership style.

The urgency of the problem of preschool education management is increasing day by day. Preschool directors and staff have a constant duty to be responsible with their work in a way that not only meets the needs of society, but also ensures the preservation of the unique value and uniqueness of preschool childhood. Every preschool education organization today must constantly prove its attractiveness and necessity. This is achieved, first of all, by the high quality of the educational process. The head of a preschool educational organization should be an expert and strategist in the field of managing activities of a preschool educational organization, and a person capable of forecasting the future prospects of education in advance.

Assessment of the level of compliance with the child's educational goals and results, the activities of employees and the entire preschool educational organization as a social unit, ensures the achievement of quality management of the quality of the educational process. The theory of management that solves the problem of ensuring the effectiveness of the management process is presented in the works of foreign scientists, in particular: A.G. Aganbegyan, M. Albert, V. G. Afanaseva, Yu. I. Bobrakova, D. M. Gvishiani, M. Meskon, A. Fayol, F. Reflected in the work of Khedouri et al.

In a preschool educational organization, the leader is the main element of its effective operation and the effectiveness of educational work. The level of control of the quality of management of the preschool educational organization determines the professional growth of the leader, the opportunities to improve his knowledge, skills and personal qualities.

In modern conditions, where changes in the life of society and educational organizations are happening faster, management skills are given a special place. The success of the organization's development and its social status depend on the professional skills of the leader, his ability to make quick decisions, and his ability to direct the team to continuous development and creative growth.

Today, in the field of preschool education, the issues of increasing the effectiveness of activities of preschool educational organizations, learning leadership styles and forms, as well



as planning, control, generalization and implementation of best practices are particularly relevant.

Today, there are many types of preschool education organizations in the preschool education system, improved pedagogical technology and methods are being used in practice, and innovative activities are being popularized. That is why we need leaders of a new generation who can solve educational problems at a modern level. A new type of manager should be able to implement a differentiated approach to working with the team, taking into account their own abilities, as well as needs and professional requirements. It is important for a manager to be able to approve the initiative of employees, to help them develop their creative potential, and also to encourage each employee to act. Today, we need a specialist who has modern educational methods of pedagogical influence and mastered the art of management.

The management functions of the tasks performed by the modern head of the preschool educational organization in the course of work are as follows:

First, quality management of pedagogical personnel. This function means determining the number of teachers and their composition at the same time. Each teacher-educator is required to have modern knowledge, experience, and pedagogical competence with high efficiency. Because the mastering indicators and level of knowledge of the students in the preschool educational organization depend on the teacher-educator.

Secondly, it includes the system of training, team work and remuneration system. In this case, the natural mechanism for each teacher-educator to improve his skills and pedagogical competence every three years is the process of professional development. In the process of qualification improvement, the pedagogical components of the teacher-educator are watered with new innovations. This creates new thoughts and pedagogical views in the teacher-educator.

Thirdly, it includes managing the quality of education and upbringing of preschool children and controlling the use of advanced modern pedagogical technologies in training. The development of developed foreign countries based on the educational model, in particular, the introduction of the experience of South Korea, Finland and other countries into the preschool education system, will improve the quality of education by modeling it.

Fourth, logistics includes quality management, equipment use, and training equipment distribution. Of course, the effectiveness of didactic tools in the development of preschool education and toys in the formation of a child's personality is high, and the result is guaranteed.

Fifth, the management of information-methodological supply includes the regulation of search processes and the analysis of important information, the use of the most effective methodological schemes of knowledge acquisition. It is difficult to imagine today's education without information technology. This will further intensify education in the 21st century.

Sixth, in the management of the quality of the educational program, it covers the curriculum, the organization of activities, and the state requirement and qualification requirements.

Seventhly, management culture becomes a condition for effective management activity, and also acts as a characteristic of a manager. The above-mentioned management functions should be the main indicators of the work of the head of every preschool educational organization today.

Leadership styles and its essence are considered as a system consisting of all the methods and tactics and strategies of action that the leader knows and is based on in his management activities. In this, on the one hand, the content of management activities with

strategies, on the other hand, the end of this system, actions of various importance in the environment of human activity, as well as professional activities, are of great importance in the development of the management subject and his formation as a professional specialist.

Leadership style is the usual actions of the leader in the interaction with the subordinates in influencing the subordinates and encouraging them to achieve the intended goal, and it is determined based on the following:

- the level of participation of subordinates in the decision-making process;
- providing subordinates with data and information;
- working methods used by the leader, that is, his unique approach to solving this or that issue.

Many experts pay attention to the priority of the ratio of individual leadership and collegiality as the main criterion and organizational principle of this process in the classification of leadership styles. Based on this, we will focus on the content and essence of the main management methods of the leader.

In educational organizations, the object of management, management activity is undoubtedly the educational process, as we traditionally say.

Thus, the management entity should implement two groups of activity methods.

a) impact on the object

b) assessment (measurement) of the condition of the object.

In this regard, the head of the preschool educational organization should be considered as one of the main criteria for evaluating the effectiveness and implementation of the time plan when drawing up an action plan. Indeed, speaking from the point of view of mathematics, we can say that planning is a function, and one of its arguments is time.

On the other hand, "planning" can also be classified as an action (set of actions, methods, operations) aimed at managing time, in which the tasks before the subject are objectified, defined, structured and planned as a sequence of actions distributed in time space.

In modern management theory, the definition of "time management" is understood as the conscious management of the working time spent by a person on a certain type of activity or its part.

Time management is aimed at managing the time period of a certain subject - an employee. Here is the uniqueness of the event under discussion in terms of time.

Understanding the need to control time management as a problem of scientific study appeared in the depths of classical economics. For some time, the necessity of planning, the need to organize control over the distribution of working time and its use will be the initial basis for this.

Ancient Greek and Roman philosophers, for example, Aristotle, Seneca, as well as J.A. Komensky, I.P. Pavlov, who are closer to us in terms of time, spoke about the correct use of time for useful, sequential activities and activities.

However, their practical application showed that the boundaries within the defined typology are mostly conditional. The main methods included in time management technologies complement each other, repeat, and in many cases their complex, complementary use gives maximum effect.

Following the leading theorists of time management, we emphasize that the main task in time management is not to organize all data units or list all the tasks and work that are expected to be performed, but to find the most reasonable way to organize. It will be appropriate

to perform these tasks and works in the specified time interval, taking into account their priority and mutual conditionality.

The activities of the preschool educational organization and the activities of each employee are always carried out on the basis of a strict, pre-prepared plan.

The basis of planning is, of course, the annual plan, which, first of all, should reflect the priorities of the preschool education organization in accordance with the general goals of socialization and education of children.

Its main task is to timely determine the goals and tasks set before the preschool education organization. The next step is tactical planning, which refers to the description of ways to achieve short-term goals.

Tactics are developed as strategy implementation at the middle management level.

Its main task is to develop additional, local plans and specific guidelines to define the process of achieving goals and strategic planning goals.

Planning allows not only to form the directions of education and socialization processes (teaching and upbringing), but also to systematize it, to focus on the unique, local professional activity of each specialist, to focus on their priorities gives. In the practical application of time management methods in preschool educational organizations, while strategic planning allows you to distribute tasks over a long period of time, time management provides tools for their tactical implementation.

Popular time management techniques today include the Alpine Method, smart goal setting, the Eisenhower Matrix, and similar time management techniques.

In conclusion, we can say that the wide use of innovative management methods in the management of preschool educational organizations has a positive effect on increasing the quality and efficiency of education in the organization, as well as ensuring the continuity of the organization's activity.

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