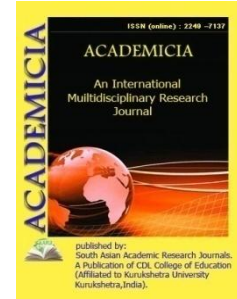


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**THE QUALITY OF PRESCHOOL EDUCATION AT THE PRESENT  
STAGE**

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**ABSTRACT**

*The article reveals the concepts that are necessary to understand the multifaceted concept of "quality of preschool education." The presented material will be of interest to those who are interested in the preschool education system as the first stage of education, namely to teachers, methodologists and parents.*

**KEYWORDS:** *Quality Of Preschool Education, Educational Conditions, Developing Subject-Spatial Environment.*

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**INTRODUCTION**

Modern society is characterized by rapid and profound changes. The preschool education system is also changing and improving. She has always fulfilled and is fulfilling the most important social order of society, is one of the factors of its development.

At this time, there is a growing interest in assessing the quality of preschool education. This is a rather complex problem and it is connected with the fact that this formation is considered as one of the main resources for the development of the state at different levels.

Let's consider the concepts of this problem.

Quality is a methodological category that reflects the degree to which the result corresponds to a set goal.

The quality of education is understood in pedagogical science as

the set of its properties, which determine its adaptability to the implementation of social goals for the formation and development of personality.

The quality of preschool education is an integrative concept that includes several components: conditions for the implementation of the educational process; organization and content of the educational process; the effectiveness of education and its assessment; the cost of achieving performance.

Quality management of preschool education is a purposeful process of influencing management objects, carried out in the design and implementation of the educational process in order to establish, ensure and maintain the quality of education that meets the requirements of consumers.

The quality of preschool education as a whole is a multidimensional synthetic concept. It is this versatility that determines the approaches and sets the logic for the formation of the information base for its assessment. The problem of quality in pedagogical research is being developed in the following areas: the concept of education quality, methods of assessing the quality of education, methods of assessing the quality of education, the integrity of the system and the quality of education, the interaction of educational levels and its quality, factors that determine the quality of education, the market environment and the quality of education, the mechanism quality management of education, information technology, monitoring and quality of education, education quality management system [1].

The most pressing problems of preschool education:

- improving the quality of preschool education;
- mandatory minimum content of educational programs for preschool children in terms of preparing children for school;
- a system for assessing the quality of preschool education at the stage of a child's transition to school;
- ensuring continuity in the content of education between preschool and primary levels;
- equalization of starting opportunities for children in the transition to school as a scientific and practical problem;
- ways to achieve the physical and mental health of the child [2].

The main trends in the change in the species diversity of preschool educational institutions in recent years is an increase in the number of kindergartens with the priority implementation of various directions of development of pupils: physical culture and health, artistic aesthetic, intellectual and ethnocultural development and education of preschoolers.

According to the results of state accreditation, each preschool institution (both state and non-state) receives a certificate of the established form, according to which it is assigned an appropriate category [4].

The quality of education of preschool education graduates:

□ The specificity of preschool education is such that the achievements of preschool children are determined not by the sum of specific knowledge, abilities, skills, but by the totality of personal qualities. The planned results of the development of the basic

general education programs of preschool education are subdivided into final and intermediate;

- the planned final results of the mastering by children of the main general educational program of preschool education should describe the integrative qualities of the child that he can acquire as a result of mastering the Program;
- intermediate results of the Program mastering reveal the dynamics of the formation of integrative qualities of pupils in each age period of the Program mastering in all areas of children's development.

Concluding the above, it can be noted that the quality of education in a preschool institution is the result of the activities of the team, which is determined by the following positions:

how a child in an institution realizes his right to individual development in accordance with age-related capabilities and abilities;

how is the pedagogical process organized in kindergarten

(regime, choice of programs and technologies, provision of benefits, a system for improving the professional growth of teachers through various forms of methodological work, etc.);

what conditions are created in the preschool educational environment (educational environment focused on the intrinsic value of preschool childhood; positive microclimate in the team; a system of stimulating high-quality work, the creative orientation of the activities of the preschool educational institution and its leader; focus on educational needs and family needs; systematic collective discussion of the state of the educational process and acceptance competent management decisions, etc.) [2].

Thus, the quality of preschool education is integration:

guaranteed implementation of state educational standards, i.e. the quality of the educational process in a preschool educational institution, which allows the child, as a subject of the educational process, to achieve a guaranteed level of education, ensuring the transition to the next educational stage - primary school.

The ability of educational actors to set goals in different contexts and achieve them:

The quality of a full-fledged, age-appropriate development of the child, the preservation of his health;

The quality of professional and personal achievements of teachers of a preschool educational institution;

Quality of management of the preschool education system;

The ability to meet the requirements and expectations of major and indirect customers and interested parties, i.e. quality of preschool education outcomes meeting expectations

The needs of consumers (primarily parents) and corresponding to government regulations.

Striving for improvement, i.e. striving not only for the real, but also for the potential quality of education in a preschool educational institution.

Based on the foregoing, the following fundamental levels of manifestation of the quality of preschool education can be formulated:

providing parents with the opportunity to choose an individual educational route for their child, ensuring social protection of the preschooler from incompetent pedagogical influences;

□ providing parents with guarantees that by the end of preschool childhood their child will receive the necessary level of preparation for successful education in primary school.

So, at the present stage of development, the system for assessing the quality of educational activities of pupils in a preschool educational organization does not provide for assessing the quality of educational activities based on the achievement of the planned results of mastering OEP by children, but involves assessing the quality of the conditions of educational activities provided by organizations.

The need for an educational organization to master new educational programs and technologies that are adequate to the social order of the state, family, society poses a problem for the organization to manage its quality.

One of the main tasks of quality management in an educational organization is the training and retraining of teaching staff. Teachers with the necessary amount of knowledge, skills and abilities ensure higher productivity and quality of work, which in turn has a positive effect on a qualitative change in the educational organization. In this regard, the psychological barrier of personnel of educational organizations to innovations, their intellectual activity, the growth of general culture, the ability to perceive and process scientific information, and use modern pedagogical technologies are reduced.

In order to improve the quality of knowledge of teachers, an innovative personnel policy is needed, ensuring their interest in the continuous improvement of professional knowledge [20]. The construction of a system for the development of employees within the organization is carried out at four levels: the level of strategic management, the level of management of the organization as a single living organism, the level of management of groups and associations of employees, the level of management of individual employees [14].

We consider it expedient to include the following elements in the effective human resource management system:

- analysis of educational needs and strategic planning;
- design of the educational process;
- resource management;
- the formation of motivation to improve the quality and increase the professionalism of teaching staff;
- measuring the satisfaction of participants in the educational process and managing social responsibility.

Based on the listed components, we consider it expedient to develop a quality management model for a preschool educational organization, which includes the goal, objectives, ways to achieve them, environmental subjects, its components, and expected results.

Work on the management of professional training and retraining of personnel should be an integral part of the training of the personnel reserve of an educational organization. In this case,

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measures for the training and retraining of personnel will be reflected in the planning system of the educational organization.

An educational organization that fosters a desire for knowledge (“want to know why”) in its educators thrives in the face of rapid change and renews its cognitive knowledge and applied skills to compete in the educational market.

Thus, the education quality management system is of fundamental importance in the management of a preschool educational organization - a certain set of organizational structure, processes, powers and resources necessary to develop and achieve its goals in the field of quality. Quality management is the coordinated activity of directing and controlling an organization in relation to quality.

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