

EFFECTIVE ORGANIZATION AND MANAGEMENT OF PRESCHOOL INSTITUTION ACTIVITIES

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ABSTRACT

As a result of the last five-year reforms, our country, which has been improving every bit, is developing day by day in every field of New Uzbekistan. It is known to all of us that the factor that determines the future of the country is also the education and training of children growing up and growing up in this country. In this article, the characteristics of effective organization and management of the activities of a pre-school educational institution are considered.

KEYWORDS: *Pre-School Education, Development, Effectiveness, Quality Of Education, Management.*

INTRODUCTION

It is known that it is of great importance to educate children with high qualities and to provide them with quality education. Upbringing begins first of all from the family in its place. In the family, the parent is the founder of the foundation of upbringing of the child, and when they educate their child, the child walks on the same path as the forever. And the continuation of fundamental education is the responsibility of the preschool education organization. The task of the organization of pre-school education was the development of all children from time immemorial, and its scientific and theoretical basis dates back to 1837. [1]

Famous German educator Fridrix Frebel, who worked in 1837, founded a special institution for children in the German city of Bad-Blankenburg, which he later called a "kindergarten". In the second half of the XIX century at the beginning of the XX century, many layers of the population of Sweden, England and other European countries were engaged in livestock, farming and household service works, etc., and the leisure time of adults engaged in children was almost non-existent. It is not an exaggeration to say that the children remained unattended, and the adults were in motion for their tireless material needs, as they said, "your finances are a cave." Therefore, F.Frebel introduced the concept of "kindergarten" into circulation and laid the basis for the theory of preschool education. Frebel tells us exactly why the institution for children is

still called “kindergarten”. But there are 2 different hypotheses about this. The first of these was F.Frebel, who considered the children "the crops of God“, that is, both children and young sprouts took care and special care-he changed the garden of plants to the term” kindergarten", as he needed care. The second assumption is that F.Frebel opened “the first institution for the care of children” in the former hotel, called the palace garden. At this time, the population used to emphasize that “we are going to the garden” when they are taking their children to the kindergarten. Because it turned out that this kindergarten is a garden, surrounded by flowers and various fruit and wild trees, which have many different beauties. And the educators in the kindergarten were called “gardener girls” at that time. With such a name, Frebel expressed his love for children and encouraged educators to help children grow up and develop. Frebel's kindergarten was also organized to replace the family and help parents with their upbringing, where mothers could also come along with children and play with children, as well as learn their upbringing from gardener girls. In the kindergarten of the pre-school theorist, Rope games, playing sand, making constructions were considered interrelated classes. [2] Then Frebel created a lot of preschool teaching methodologies. On the basis of the methodology, the game consisted in the development of speech, social upbringing, embracing with love and, most importantly, the absence of punishment, and its Special Developmental gifts for children, which were called “gifts of Frebel” in their own name. There are a total of 6 tricks of Frebel, they are:

1. Ball;
2. Small size wooden cube, bowl, cylinder;
3. Cube divided into 8 cubes;
4. The cube divided into 8 cubes is divided into 8 tiles;
5. Cube divided into 27 small cubes;
6. The cube, divided into 27 small cubes, consists in the fact that each of the small cubes is divided diagonally again into plates. These tricks are still being preserved and are used under the patronage of regular educators. At the same time Frebel thought about the possibility that as a result of numerous training sessions with different materials, the educator could achieve his / her educator's speech earlier and better development than other children. He also proposed during the training to use a variety of mosaics, colorful beads, sticks of different cross-section, as well as to draw pictures using paper and paints on the basis of free subjects, and even to make origami from paper, and to make from clay all kinds of things that are characteristic of the art of ceramics. Frebel also supported the techniques of talking with children. Before building a conversation, a specific topic was chosen, combining children on the basis of conversation, ensuring their socialization among peers and adults, satisfying the need for children to communicate was one of the main tasks of the conversation for Frebel. [3]

In 1871, St. Petersburg society was established on the measures to organize primary education in order to ensure the continuity of educational opportunities of preschool children, as well as the continuity of Education. This society contributed to the opening of special training courses for the training of female pedagogical personnel in families and kindergartens, as well as lectures, various conferences and congresses to solve important issues in preschool education. By 1914 year, in each country there were several dozen kindergartens. In 1913-1917, the well - known Russian pedagogue Yelizaveta Ivanovna Tixeeva, studying didactics and methodology of

primary education, was appointed vice-president of the St. Petersburg Society for the development of preschool education. From 1917 to 1928, The Kindergarten, established under the Society for the development of preschool education, continued its management activities. [4]

In 1918, the establishment of Petrograd Pre-School Education Institute was played a major role in the establishment of preschool education in the F.Frebel Park. In this Institute, specialists in preschool education are trained. There, the idea of collective education as the basis of humanity was put forward. Therefore, it was considered necessary to involve children in pre-school education and the attendance of children in kindergarten. [5]

In 1919, after the graduation of the people's education commissariat, the All-Union conference on "preschool education" was held. Theoretical and practical issues of child education were raised and discussed at the conference. During this period, the "Council for the protection of kindergartens" was established in the Turkistan region. [6]

All-union conferences on pre-school education were held in 4 time. The second conference was held in 1921, the third in 1924, and the fourth in 1928, year after year the news was introduced and the field of preschool education became more complicated. At these conferences, not only the field of pre-school education, but also the issues of manpower training, material supply have been raised, reviewed and a solution to many problems has been found. In 1936, the number of pre-school educational institutions in our country reached 40, covering about 2000 children. And this accounted for 36,4% of preschool children in our republic.

In addition, Frebel has developed methodological guidelines for didactic games and various training sessions. The work carried out by the scientist formed in it the motto "children's game – this is a mirror of life and a free demonstration of the inner world". According to the German educator Frebel, children who perform many exercises with different materials begin to speak much earlier than other children. Frebel knew that collective upbringing was the foundation of humanism. For this reason, he considered it necessary to engage the child in collective activities in an obligatory order, that is, the child must attend the "kindergarten". He recognized that it is necessary to develop the child's body, to train external emotional sensations, to introduce them to people and nature. [7]

The tremendous achievements of F.Frebel and his pedagogical approaches such as K.D.Ushinsky, E.A.Flyorina and G.N.Vodovoizova studied under the patronymic of many scientists. In addition, to the development of the pre-school sphere of Education many pedagogical scientists and psychologists S.T.Chassis, V.N.Sheeskaya, I.K.Shleger, Ye.I.Tixeeva, L.I.Chulitskaya, Y.A.Arkin, K.N.Kornilov, P.P.Blonsky and others made a huge contribution. Among them, Stanislav Teofilovich Shasky (1878-1934) was a pedagogical scientist who carried out scientific research on the content and methods of preschool education and under his leadership was established pedagogical technical school. And in 1908-th year his famous work "Deti-robotyagi budushevo" was published. [8]

And Louise Karlovna Schleger (1863-1942) covered many books on the field of preschool education, including the issues of the organization of children's play and labor activities in the books "Material dlya besed s malenkimi detmi", "Prakticheskaya rabota v detskom sadu", written in 1905. In addition, Schleger was active in the training of personnel for preschool education.

In 1920 Tixeeva was a professor at the Pedagogical Institute of pre-school education in Petrograd, and later she began her career as a teacher. She took it at the Pedagogical Institute named after A.I.Gersen. His books "Detsky sad" in 1928, "Razvitie rechi doshkolnika" in 1937 were published. [9]

Lydia Ivanovna Chulitskaya (1879-1938) is a famous pedagogue-doctor, a scientist on hygiene of the first Young period, wrote in 1923-th year "Gigiyena detskogo sada", in 1938-th year such works as "Gigiyenadetskogo vozrasta" made a huge contribution to the field of preschool education.

Pavel Petrovich Blonsky (1884-1941) conducted a lot of scientific research in the field of preschool education.

In 1928-th year by the people's education commissariat was published the magazine "Doshkolnoe vospitanie".

By 1930-ies, the pedagogy of preschool education developed rapidly, and at the same time the number of preschool institutions increased several times. In this is a psychologist from scientists A.R.Loriya, S.L.Rubenshteyn, B.G.Ananayev and pedagogical scientists P.N.Gruzdeva, Y.N.Medinsky and I.F.Svadkovsky are role of was great. [10]

In 1933-1934 there were 3840 collective farms in Uzbekistan, in which 127 million children took part and the first software projects were produced for the purpose of opening a kindergarten for these children. In this way, by 1949-1960-ies, the field of preschool education began to develop rapidly.

In 1938-1939, the area of pre-school education was developed, the number of educational institutions in the school reached 927, 152000 children were brought up in them, at the same time, preschool educational institutions named "Children's rooms" were also established for mothers.

In 1943, the Academy of Pedagogical Sciences established the pre-school education sector, and at the same time on the problems of intellectual education of children, elementary mathematics theory and methodology A.M.Mosina, B.I.Khachapuridze, Y.A.Flerina and pedagogical scientist A.P.Usova pedagogical scientists conducted a lot of scientific research. During the same war, 200 thousand children were transferred to Uzbekistan and as a result of this, there was a part of expansion of the network of kindergartens, and in addition to kindergartens for children, preschool boarding schools were also organized. The interns are mainly designed to educate children who are separated from their families and loved ones.

In the post-war period, special "sanatorium" - type kindergartens were opened for the purpose of improving the health of children suffering from malnutrition and hunger, malnutrition due to food problems. In 1959, great attention was paid to the process of raising children and preschool education rooms were established in Tashkent, Samarkand, Bukhara, Namangan, Fergana and Chirchiq cities. As a result of the earthquake, which took place on 26 April 1966, 225 preschool education classes were destroyed. [11]

At the beginning of the 60-ies, a special program of education was developed to eliminate shortcomings in the kindergarten, which in its place was recognized as the first single mandatory document in the activities of preschool institutions in the countries. Under the program, the

leading research institutes of preschool education at the Academy of pedagogical education of the USSR and the leaders of preschool pedagogy worked. And in 1978, this developed program was called a model. The program continued its activity until 1984-th year, and later “Standard kindergarten education and training program” was adopted in its place.

Vasily Davydov and V.A.Petrovsky in connection with the reform of the educational system in 80-90-ies. On the basis of the authorship, a new "preschool education congress" was reformed. It includes measures, reforms and the following basic principles that further enhance preschool education for the analysis of mutual competition in preschool education:

- humanization-education of a child of preschool age on the basis of respect for civil foundations, labor qualities, human rights and freedoms, formation of love for family, Homeland, nature in the spirit of humanism;
- developing character of education;
- to focus on the personality of the child, the maintenance and strengthening of his health, the assimilation of methods of thinking and activity, the development of his speech, the differentiation and individualization of education and upbringing;
- Development of the child taking into account his predisposition, interests, abilities and opportunities;
- deideologization of preschool education-priority of universal values, rejection of the ideological direction of the content of educational programs of kindergarten.

By the 1970s, References to the field of preschool education began to be published. In particular, such books as “Obuchenie v detskom sadu” (m-1970 year) and “Russkoe narodnoe tvorchestvo v detskom sadu” (M-1972 year), written under the Usova theme, were not ignored. Since 1980-ies, mass pre-school education began to be carried out in various directions, namely, to study the work experience of the centralized community economic and pre-school educational institutions, to conduct Republican meetings, to organize various competitions on the identification of the best pre-school educational institution among collective farms, and to develop a single program of upbringing preschool children. However, after Uzbekistan became an independent state, the social problems of society became more and more, but the principles of democracy and transparency in our state eliminated these difficulties and the field of preschool education continued to develop. [12]

In July 1992, the first law of Uzbekistan “On education” was adopted. But in 1997, this law was analyzed and some shortcomings were identified, and at the IX session of the Oliy Majlis of the Republic of Uzbekistan the updated law “on education” and with it the “national model of Personnel Training” were adopted.

In the law “on education” preschool education was defined formation at the level of healthy and mature development of the personality of the child and preparation for schooling in the school. In accordance with the law of the Republic of Uzbekistan “on education”, the education system began to reform. Consistent development of the educational system as a single set of educational, scientific production on the basis of the formation of a competitive environment in the field of education and training of state and non-governmental educational institutions has been ensured at a high level.

”National model of Personnel Training“is the national system of training of highly qualified personnel that meets high moral ethical requirements”, which, along with the educational and educational process again incorporates a number of production and social relations. The national model of personnel training consists of 5 parts, that is, person, state and society, continuous education, science, and production. [13]

The individual is the head and the subject of the personnel training system.

The state and society are the regulators, controlling the system of education and training and the system of personnel training.

Continuous education is mature, every graduation is highly developed and serves as the basis of the training of competitive personnel.

It is a science – skilled, competent specialist training, more reasonable user, advanced pedagogical and Information Technology; ab is the generating factor.

Production is a material and technical supplier, which determines the social need for personnel, as well as the quality and level requirements for personnel.

In 1997, the theoretical basis of pre-school education was revised after the birth of UNESCO and the term “preschool education” was adopted, and on August 29, 1997 a new law “on education” was adopted with the resolution of the Cabinet of Ministers No. 461. It consisted of 5 chapters and 34 articles.

On September 28, 2008, the Ministry of Education approved the state requirements for the development of preschool children, which were improved by the decision 10/4 of the board of education and on the basis of which the base program “Bolajon” was developed. The purpose of the base program” Bolajon ” was to ensure the full implementation of the state requirements for the harmonious development of children of kindergarten age, socialization of children and their observance of universal values.

At the same time, in 2011, “preschool education” was established in our Republic. The preschool education consortium consists of 3 stages, which include the main directions, purpose, function and principles of the improvement of preschool education:

1-legislative activity: 2012-2014-years;

2-organizational-practical: 2015-2017-years;

3-final: 2018-2020-years.

During this period, on December 29, 2016, the decree of the president of Uzbekistan № 2707 “On measures for further improvement of the pre-school education system in 2017-2021” was adopted, and under the leadership of the President of Uzbekistan Mirziyoyev Shavkat Miromonovich and with the participation of the Minister of preschool education Agrippina Shin on the issues of further development, improvement, attention.

At the 4th meeting of the board of the Ministry of preschool education of the Republic of Uzbekistan on June 7, 2018, the state educational program of the preschool institution “first step”, which is of great importance to the present day in the development of another child, was

recommended. The program "first step" includes 5 centers that develop children of the first and preschool age, namely:

1. Center "Language and speech";
2. Center "Nature and Science";
3. Center "Visual activity and creativity";
4. Center "Build-Making";

5. Through the Centers of "Staging and on-event games" is a legal document on the basis of state requirements that are imposed on the improvement of each side. On October 22, 2019, the Legislative Chamber of the Republic of Uzbekistan adopted a new law "on preschool education and training". This law consists of 11 chapters and 58 articles, the main purpose of which is to regulate relations in the field of preschool education and training, which is stated in Article 1 of this law. The organization of a harmonious personality education has always been an important and main goal of social society. Of course, even in the conditions of current educational reforms, the upbringing of a harmonious generation plays an important role. First president I.A.Karimov also spoke about the education of a harmonious generation: "the future of our homeland depends on the tomorrow of our people, on the prestige of our country in the world community, first of all, on how our children grow up, grow up and become a person". In fact, it was considered a factor that determines the social position, the future of each state in this state, the growing and developing generation.

In particular, on September 23, 2020, the law "On education" was revised and updated from the legislative framework of the Republic of Uzbekistan. The new law "On education" consists of 11 chapters and 75 articles, it is also aimed at regulating in its place the relations in the field of education, and in its 8th article it is specially recognized that preschool education and training is a type of education that prepares children for teaching and education, their intellectual, moral, ethical, aesthetic and of course physical development, It is clear to everyone that the status of the future state is in the hands of this younger generation. With this, we can freely argue that "what kind of future we want, let's be in such a relationship with the future generation."

In this of course the educational foundation, the more solid the foundation, the more solid the building is, the upbringing and knowledge of the child is the foundation of his future. It should not be forgotten that our current election actions will be reflected in the future and will be the face of our state, society and of course culture. Therefore, various legal documents related to the field of education and training are being updated day by day and advanced innovative ideas are being used in this field.

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