

THE ROLE OF INTERACTION BETWEEN MANAGERS AND THE STAFF IN PRESCHOOL INSTITUTIONS

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Abstract

The article determines the conditions and results of the implementation of the interactive model management activities of the head of the preschool educational institution, reveals the essence of the interaction of managers of preschool education as a methodological phenomenon accompanying the resource system updates. The research in the article also determines the essence, principles, functions, structure of communication activities preschool managers who determine the specifics management impact on it. The author theoretically justified the formation resource of system updates in the preschool educational institution, developed and tested methodological tools for communication of managers in preschool education.

Keywords: preschool educational institution, qualities of the leader, the methodologist-tutor, interactive methods, situational approach, a problem situation, the theory and practice, education developing programs, communication activities.

The presented model of interaction between the administration and the teaching staff allows us in the future to approach consideration of the process under study in the experience of the activities of pedagogical teams of various educational institutions. The organizational structure of the system of interaction between the administration and the teaching staff can be depicted as a diagram (model), where, in addition to the subjects, connections between them, relations, coordination are shown. As can be seen from the model, at the first stage of innovation there is an accumulation of incoming information about innovations. In this situation, it is important to create an innovative background in the teaching staff with taking into account existing innovations, create a database of new programs and technologies, about materials from the experience of various types of preschool institutions to avoid randomness, inaccuracies in information about innovation. [6,135]

The next stage is the assessment of information about the innovation. Assessing it, it is necessary to assume the implementation of the Law "On education", which guarantees

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the safety of the child's life. This is where the assessment of possible alternatives takes place, the need, the importance of innovation. [1] The next block of our model involves the creation of conditions for creative activity of teachers. Creative sensitivity to pedagogical innovation is associated with the openness of the inner world a teacher of culture, society, with his intellectual initiative, pedagogical intuition and improvisation. Creating an innovative climate that allows educators to be creative, is closely related to the transformation of material technical support of pedagogical progress, since none of programs cannot be implemented without creating a developmental Wednesday. After understanding the existing innovations and creating conditions for creative activity in the team, the next block is included - the block goal setting. This is where the hypothesis, tasks, concept is clarified, development of a general sequence of their solution. Right goal formulation ensures high development efficiency innovative activity in the team. The implementation block involves the definition of participants (implementation of the goal) of the innovation process with different attitudes towards innovation and the very bearer of the innovation. The form is also defined here organization of innovation implementation (goal realization) [7].

The attestation commission assesses the level of professional training, competence, results and quality of work of managers and preschool teachers; is an incentive to increase pedagogical qualifications of kindergarten specialists, an incentive development of innovative processes in them.

The second level of the presented structure is the level of substituents head for educational work, economics, health improvement and catering, HR department and management methodologists. The content of the activity of this level is the definition of tactics development and development of technologies for introducing innovations into work practice kindergartens.

The main task of the deputy head for educational - educational work - the organization of experimental, scientific and methodological, research work in preschool institutions. Deputy head for upbringing and educational work analyzes the available opportunities of preschool educational institutions in the field of implementation of innovative changes and opportunities for future development; predetermines development trends innovation processes, the consequences of the introduction of innovations in pedagogical process; plans to study, compile and disseminate pedagogical experience of preschool educational institutions, events to improve the skills of participants in innovative processes; system of scientific, methodological and research work in within the framework of the management of

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childcare facilities, activities for relations with educational structures of the region; monitors the performance progress of innovation processes, their compliance with programs and plans development.

Deputy heads for other areas (economics; health improvement and catering, HR department) provide conditions for the implementation of innovative processes in teaching staff through the coordination of financial and economic activities of preschool educational institutions, the use of new programs and technologies in the field of life protection and children's health, organization of rational nutrition, determine the main directions of personnel policy, preparation of a reserve of managers preschool educational institutions.

Thus, the presented multi-level implementation structure goals in, models of interaction between the manager of the preschool educational institution and the pedagogical team is characterized, first of all, by the implementation of modern approach of "multi-role participation in activities", when as an object management is not only the management of the management and the kindergarten, but and the teaching staff that is involved in the development of plans, discussing the progress of work to develop a solution.

The presented structure is not focused on autonomous, mastering innovations independently of each other, and for the implementation of all of them aggregate as an integral complex within the framework of the presented model. Considering this model, we note that the data of the receiving block the result presupposes the determination of the teacher's technological readiness, related to the generalization of their experience, establishing contacts with educators and innovators. Here comes the search for new solutions in standard conditions of their own activities, new copyright programs.

On the whole, result block data is carefully analyzed professional teaching staff, are determined positive and negative points, tested on effectiveness and safety for children, suggested for further implementation. If you need more information, perhaps to define new goals and objectives there is back connection with the first block of receiving information about innovations. The block for analyzing the obtained result forms, in addition, positive orientation of needs, motives, interests to exploring alternative approaches to teaching and raising children. The teacher realizes the need for self-improvement: appears the desire to study other approaches to the problem of interest to him, desire to go to courses, participate in seminars, etc. For this, the same information from the first block is required. Finally, our proposed interaction model managers and

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teaching staff is a necessary resource system updates in the preschool educational institution.

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