

International Multidisciplinary Scientific Global Conference on Education and Science

Hosted Online from Vienna, Austria
on October 20th, 2022.

www.conferencepublication.com

THE MODEL OF INTERACTION BETWEEN MANAGERS AND THE STAFF

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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.

From the first days of independence of our country from the beginning to the specific goal of increasing the importance and prestige of the teaching profession. The work is carried out consistently, measures aimed at improving the living conditions of teachers measures are being taken. Today all of the attention and care on the educators and teachers by our state allows to show their performance to the full. By continuous research and creating the necessary conditions for them to organize the educational process at the level of modern requirements, on a scientific basis it also provides an opportunity for young professionals to join the field of public education, which in turn is a new challenge for preschool leaders [2].

It is known that man is always growing, evolving and tends to enhance. Therefore, leaders of the whole pedagogical team need to understand correctly the theoretical essence of scientific study of the factors affecting the human fullness [1]. Every educator is different in their pedagogical activities and the perform variously under different conditions, community organizers and the influence of people. Educational institutions, current conditions, group of people who do the emotional environment in

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the community takes its toll to have strong influence on the development and formation of pedagogical personality, making benefits for society and in achieving the necessary goals.

Stable functioning and further development of the system education, including each specific educational institution are a complex process influenced by many objective and subjective factors. Their success course, achievement of planned results largely depends on skills determine what, how and when to change in the existing educational practice. Today, it is obvious that that there is no other way of developing educational institutions, except through the innovation process, that is, through the process creation and development of specific innovations.

In our research, we will use a systematic approach in as a guiding principle in building a model of interaction manager and teaching staff, serving as one of the resources system update of the preschool educational institution. Agreeing in general terms with the version of the modern interpretation the concept of "model" in pedagogy as "an analogue of the pedagogical process, in which reflects its components and the interaction between them", while at the same time, we consider it necessary to correct our position on this question. A model is a material or mentally imagined process, which, when examined, replaces the original object, so that it direct study gives new knowledge about the object - the original.

In accordance with the indicated mechanism modeling in the general model of manager interaction and the teaching staff can be divided into the following components: target, need-motivational, meaningful, organizational and activity, managerial, evaluative effective. [8,78-80]

The target component is of utmost importance and plays a key role in our model. Dwelling on the significance of this component, it is often called the value-semantic core of activity, its main integrating factor. The organization of communication activities the teaching staff is primarily associated with the definition of its goals. The goal is understood as the ideal desired description of the end the result of communication, while the clarity and specificity of the goal allow determine the end result of communication. A necessary condition for formulating a joint the purpose of communication activities are the results of the problem analysis of an educational institution with the designation as a result of its main, or key, problems. This procedure assumes exclusively the collective nature of the activity, at least of the majority of the members the teaching staff of the educational institution. [9,102]

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Thus, the target component of our model assumes a certain procedure with access to a jointly developed and adopted the goal of collective action. The need-motivational component. Effectiveness communication of the teaching staff, that is, the degree of collective implementation of the intended goals, depends on the formation of motives in members of the teaching staff to solve the problems of their educational institution through innovation. The need-motivational component is expressed in the level of readiness of teachers of an educational institution to communicative activity. When determining this level, the following components are distinguished: motivational-value, cognitive, creative, procedural.

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