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IMPROVEMENT OF COMPONENTS OF METHODOLOGICAL MANAGEMENT IN FAMILY-NON-STATE PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation

The increasing number of family-non-state preschool educational organizations requires the creation of effective management mechanisms that ensure the quality of education and sustainable development. The purpose of this study is to improve the components of methodological management in family-non-state preschool educational organizations. As a result of the study, an integrated model of methodological management was developed, consisting of strategic, organizational, pedagogical, monitoring and innovative components. The study was based on systemic, competency-based and process approaches. The results showed that improving methodological management can develop the professional competencies of teachers, improve the quality of education, and increase the effectiveness of the organization.

Keywords: methodological management, preschool education, family non-governmental MTO, educational management, quality management, innovation, leadership, professional development.

Introduction

The Sustainable Development Goals set by the United Nations until 2030 include "ensure the development, care, and full and equal access to preschool education for young children"[24] as an urgent task. Today, in order to ensure effectiveness in the education system, the trend is to create flexible educational models and alternative methods of preparing children for school. This process creates the need to introduce effective mechanisms for managing preschool educational organizations. In the experience of developed countries around the world, the implementation of various models of organizing state and non-state, in particular, non-state preschool educational organizations based on public-private partnerships is widely used. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 426 dated August 2, 2022 "On measures to simplify public-private partnership relations in the field of preschool education using modern digital technologies" also serves to develop the reforms being carried out in this area.

Literature review

Preschool education is an important stage of human development. In recent years, the network of family-non-state preschool educational organizations has been expanding in Uzbekistan. These organizations are playing an important role in covering children with preschool education, especially in remote areas. However, the quality of education largely depends on the effectiveness of methodological management. Scientific research in the field shows that there are problems in the methodological support, professional development of teachers, monitoring and methodological guidance systems in family preschool educational organizations.

Distributed leadership, collaborative learning, competency-based management and continuous professional development are considered important factors in modern educational management. Research confirms that effective organization of methodological work is one of the main tools for improving the quality of education.

Research methodology

The state of the processes of organizing methodological management in family-non-state preschool educational organizations is studied using comparative analysis, systematic analysis, modeling and structural-functional approaches.

Comparative analysis serves to identify problems and development opportunities by comparing the current state of the research object with advanced practices.

This creates an opportunity to compare the methodological management system in state and family-non-state preschool educational organizations, to compare the experiences of Uzbekistan and foreign countries.

Systematic analysis is based on the study of methodological management as a holistic system consisting of interrelated elements. Methodological management is considered as a single system consisting of goals, tasks, management subjects, teachers, forms of methodological activity, monitoring mechanisms and results.

Modeling involves the development and scientific substantiation of an improved methodological management model as a result of the research. In this case, a conceptual model of methodological management for family-non-state MNEs is created.

Results

Based on the analysis, we need to study the following five components of methodological management.

1. Strategic component - serves to determine the long-term goals, development prospects and priority areas of methodological management. In family-non-state preschool educational organizations, this component involves planning methodological activities based on state educational standards, the concept of preschool education and modern pedagogical requirements.

2. Organizational component - ensures effective organization, coordination and management of methodological activities. Planning the content and forms of methodological work in family-non-state preschool educational organizations, distributing tasks between teachers and creating an environment of cooperation are the main content of this component.

3. Pedagogical component - is the central link in methodological management, aimed at developing the professional skills of teachers and improving the quality of the educational process. Based on this component, the professional needs of teachers are identified, open classes, seminars and master classes are held, and advanced pedagogical experiences are popularized. As a result of the effective functioning of the pedagogical component, the methodological competence of teachers is developed, which has a direct positive impact on the quality of education and the development of children.

4. Monitoring and evaluation component – serves to determine the effectiveness of methodological management, identify existing problems and assess development prospects.

This component includes the following processes:

regular monitoring of the results of methodological activities;
assessment of the professional competencies of teachers;
analysis of education quality indicators;
monitoring the development results of children;
determining the effectiveness of methodological activities.

Based on the results of monitoring, management decisions are made to improve methodological activities. Therefore, this component is manifested as a reflexive and diagnostic mechanism of methodological management.

5. Innovative component – is aimed at introducing new pedagogical ideas, technologies and management mechanisms into the methodological management system. Innovative activities play an important role in increasing the competitiveness of family-non-state preschool educational organizations. The main areas of this component are:

use of digital technologies and electronic methodological resources;
introduction of innovative educational programs;
study and application of international experience;
use of creative and interactive methods;
develop innovative competencies of teachers.

The innovative component ensures the updating of the methodological management system based on modern requirements and serves to improve the quality of educational services.

The mutual integration of these components serves to create an effective model of methodological management.

Conclusion

Within the framework of the improved methodological management model, the mutual integration of strategic, organizational, pedagogical, monitoring and evaluation, and innovative components is an important condition for increasing the effectiveness of methodological activities in family-non-state preschool educational organizations, developing the professional competencies of teachers, and ensuring the quality of education. When these components operate as a single system, a stable and effective model of methodological management is formed. As a result of the implementation of the proposed model in practice, sustainable and systematic development of methodological activities is ensured.

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