

Features of Improving Education Management in Non-Governmental Preschool Educational Organizations

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ABSTRACT

The article covers the issue of systematic organization of Management in a non-governmental preschool educational organization. Also, important features in the activities carried out by the management staff of preschool educational institutions are revealed transparency, the effective use of modern methodologies, significant sides in the relationship with educators.

Keywords: Organization of preschool education, educator, education, management, systematic yondahuv, educator, leader.

INTRODUCTION

In modern conditions, a special educational environment, a school microclimate, characterized by a broad socio-professional orientation, an understanding of the significance and meaning of education as a cultural phenomenon, a source and means of existence and personal development, is necessary. As a result of the analysis, we came to the conclusion that to achieve better results in the management of non-state preschool education, it is necessary to use an integral model based on the management of education, taking into account the following aspects:

- * integration of the activities of subjects of pedagogical processes;
- * sectoral integration of the activities of non-state preschool educational organizations and secondary schools;
- * improvement of the principles of management, joint management and self-government of society and the state;
- * development and improvement of subjectivity, creation of an atmosphere of success, partnership, respect and trust

in the individual, focus on success;

- * availability of educational capacities for the successful organization of the educational process;
- * free realization by children of the right to education and upbringing in accordance with their needs, abilities, and capabilities;
- * Sufficient professionalism and qualifications of educational and pedagogical staff of non-state preschool educational organizations to perform basic educational and alternative functions in accordance with the needs of society and participants in the pedagogical process.

The integrative model means the unification and interdependence of preschool educational organizations based on management goals, principles of educational and pedagogical management, and network integration for managing the training of non-state preschool educational organizations and a competitive specialist adapted to professional life.

Integration is an important feature of the education system, including its subsystem - a non-state preschool educational

organization. This reflects the interaction in the process of developing the education system, which is at a stage of development with clearly expressed integration trends in many areas, the interaction of complementary, traditional, and innovative approaches.

As a result of the analysis of scientific literature, we substantiated and experimentally confirmed the following factors of successful, effective management of a non-state preschool educational organization based on an integrated model using the principles of educational management: socio-economic, psychological-pedagogical, organizational, and technological.

1. Socio-economic factors:

- * taking into account the needs of the individual, parents, and society for a specific type of activity of non-state preschool educational organizations;
- * societal requirements for the professional skills and qualifications of non-state preschool teachers;
- * regulatory documents governing the activities of educational organizations (laws, concepts, standards, programs, qualitative characteristics, etc.);
- * features of the current stage of development of society, requirements of the education market, level and conditions of socio-economic development of the state and the region;
- * social partnership as a factor in the activity and development of non-state preschool educational organizations and the training of competitive educators.

2. Psychological and pedagogical factors:

- * features of the content and structure of the educational process;
- * microclimate in the composition of the educator and children;
- * the actual level of psychological and professional training of educational and pedagogical staff of non-state preschool educational organizations and school teachers for integration activities;
- * compliance of the content of preschool education with the goals and motives of the pupils, society;

* training aimed at developing the professional self-awareness and competitiveness of educators;

* use of the principles of education and pedagogical management;

* Developing subjective relationships within the team.

3. Organizational and technological factors:

* a comprehensive approach to the content and technological components of education, the management of non-state preschool educational organizations based on educational management;

* Modular differentiated educational technologies;

* Application of a collective democratic style in the management of the educational process;

* compliance of preschool education with socio-economic conditions and the requirements of the educational market;

* forecasting and analysis of the development of preschool education;

* improvement of state and public forms of management, development of self-government and co-government as its highest levels;

* improvement of the methodological activities of educator-teachers; systematic improvement of the competence and qualifications of educators.

An important form of developing a unified strategy and tactics for organizing specialized education is reflected in the integrated model of managing a non-state preschool educational organization based on the principles of educational management. Therefore, when justifying the management of non-state preschool educational organizations, we attach great importance to these structures. Firstly, this implies planning the content and organization of their activities to achieve the main goals, coordinating and uniting the potential of educators-teachers in the implementation of the main functions of each educational organization.

Analysis of the content and forms of activity shows that the Joint Pedagogical Council acts as a collective management body and, at the same time, as an appropriate management technology. Pedagogical council is a social collective,

multifunctional, multi-structural integrative form of educational activity management. With the help of the pedagogical council, it is possible to solve the following functions: management, socio-pedagogical, educational and methodological, integrated activities of a non-state preschool educational organization and a general education school in the organization of specialized education, as well as an integrated management model of a non-state preschool educational organization based on the principles of educational management.

Network integration is the integration of several educational institutions based on cooperation and the creation of educational structures. Network integration of a general education school and a non-state preschool educational organization is an effective and promising model for the implementation of specialized educational goals, career guidance among pupils, and fulfillment of the social order.

The integrated management model of a non-state preschool educational organization implies the goals of management, the principles of educational management, network integration, the integration of educational schools, colleges, and additional educational institutions, as well as a competitive, professionally adapted, qualified specialist with education.

In the process of experimental testing of this model of an educational organization, the methodological foundations of integration were substantiated:

- * the concept of the leading role of activity in personal development;
- * systemic and integrated approaches to the consideration of pedagogical, educational, and managerial processes;
- * Psychological and pedagogical foundations and theories about the relationship between general and preschool education processes.

Educators of non-state preschool educational organizations, especially in modern conditions, should be distinguished by high professional skills, competitiveness in the educational market, readiness and ability for active social adaptation, self-organization, personal responsibility for the well-being of themselves and their pupils, contribution to the social and economic development of their native country.

The methodological foundations of an educational organization as an object of systemic management show that the systemic approach is also applied in the management of non-state preschool educational organizations and is one of the most important general and scientific-methodological directions in the field of pedagogy and management.

Analysis of the literature on the systematic approach to the consideration of processes and phenomena (I.V. Blaiberg, V.N. Bogoslovsky, V.I. Bogdanov, V.I. Podobed, V.I. Sadovsky, A.G. Sokolov, V.P. Toporovsky) allows us to identify the following basic requirements for the control object: the object is divided into specific subsystems with characteristic connections between them; the object is considered as a system operating in the external environment; the object of research is considered as a set of elements with the properties of integrativity, dynamism, stability, balance, self-organization, and structure.

Understanding non-state preschool educational organizations as a systemic object of management, the study of complex social objects based on systemic, integrative approaches allows them to be considered not only ontologically, but also theoretically.

A non-state preschool educational organization, as an open integrative socio-educational system, has such a feature as equality, that is, the same final state can be achieved through the use of modern pedagogical technologies, taking into account the dynamics of external and internal conditions, different resource potentials, specific features, management activities of the director of a non-state preschool educational organization (A.T. Sokolov).

We justify the management activity of the director of a non-state preschool educational organization as the purposeful interaction of subjects (director, educator and teachers, parents, trainees) and objects (educational and upbringing processes) to achieve the goals of the preschool educational organization.

The philosophy of modernizing preschool education in our country is based on the provisions established by the International Convention on the Rights of the Child, namely: the right of the individual to life, protection, development, and their own opinion. Along with general education schools, preschool educational organizations also play a special role in the implementation of these rules.

Analysis of scientific literature and practice allows us to substantiate the following basic provisions for improving the management of educator-teachers:

- * It is necessary to create conditions and opportunities for each child to receive education and upbringing in accordance with their individual needs and abilities;
- * creation of conditions and opportunities for the teaching staff of non-state preschool educational organizations to perform their main functions on the basis of a new paradigm about the role of the educator, who organizes the educational process, stimulates the education and upbringing of children, and ensures their spiritual and physical development;
- * Demonstrating skills in improving work with educators, organizing optimal activities for creating and implementing a mechanism of motivation and incentives based on a human-centered approach;
- * directing educator-teachers of non-state preschool educational organizations towards continuous research, innovative activity in the educational process and its management;
- * creating conditions for the conflict-free activity of educator-teachers based on vertical (educator - child, director - educator) and horizontal (between educators and pupils) cooperation;
- * Providing a search character that fosters the ability to explore the subjects of the educational process, the need for self-education, the desire to interact with colleagues and students, study advanced ideas, technologies, and pedagogical experience, and develop a research component in professional activity.

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