



## ORGANIZATIONAL AND MANAGEMENT ACTIVITY OF THE HEAD OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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**Abstract:** In recent years, preschool education has undergone quite a serious reform; the conceptual foundations have been revised, important decisions have been made that expand the rights and opportunities of teachers.

**Keywords:** modern leader, preschool institution, management structure, kindergarten.

The new generation standard imposes new requirements on the expected results of general education, which leads to new content and methods of management activities of leaders of preschool organizations.

Preschool education reflects the agreed socio-cultural, public and state expectations regarding the level of preschool education, which are guidelines for the founders of preschool Organizations, specialists in the education system, families of pupils and the general public.

The state educational standard includes the requirements:

- to the structure of the educational program of preschool education and its scope;
- to the conditions for the implementation of the main educational program of preschool education;
- to the results of mastering the main educational program of preschool education.

Modernization of the education system, the introduction of the state educational standard contribute to changing the content, complicating the functions, conditions for the operation of modern preschool educational organizations. Which entails significant changes in the organizational aspect of management, complicates the activities of the leader, there is a need to search for new content, forms and methods of organizational and managerial activities.

Analyzing the work of a preschool organization, we are restructuring management activities within the framework of new values, such as competitiveness, competence, self-organization, self-government, corporate culture, the educational services market, and social partnership. Based on the change in the content of preschool education and the management system, we determined the modern managerial functions of the leader and the direction of the teaching staff, focusing on an innovative way to ensure the quality of preschool education, the search for social partners in creating optimal and effective conditions for the development of the personality of a preschooler.

Pedagogical experience, studying the problems of preschool education and discussing the prospects for its development contributed to the creation of a model for managing the development of preschool education.

*Main ideas of the model*

1. Priorities of the child and childhood. The main form of education for preschool children and the leading activity for them is the game.
2. Modernization of management activities related to monitoring the state of the educational system of a preschool organization, designing a model of the educational environment, designing a strategy and tactics for the development of preschool education.
3. Competitiveness of preschool education in the market of educational services, due to the effective implementation of variable educational programs and technologies that meet the needs of children and parents;
4. Development of corporate culture based on common goals and values. Stimulating the motivation of teaching staff for innovative processes in preschool education through the development of creativity, the creation of copyright programs, the introduction of innovative technologies through integration with social partners, participation in the competitive movement.

The purpose of management activity is to create an educational space for a preschool organization, as an environment for the widest possible range for the development of an individual, acting in accordance with social values and priorities, expectations and interests.

We determined the strategic directions for the development of an educational organization:

Firstly, we provide scientific and methodological support for the educational process and the management system.

Secondly, an important strategic direction in the development of a preschool organization is to improve the quality of the educational process and the introduction of innovative management experience.

The quality of preschool education in an institution is a controlled process, it is the result of the activities of the entire teaching staff.

In this regard, the quality of education in our kindergarten is determined by the following positions:

- how a child in an institution realizes his right to individual development in accordance with age-related capabilities and abilities;
- how the pedagogical process is organized in kindergarten (mode, choice of programs and technologies, provision of benefits, a system for improving the professional growth of teachers through various forms of methodological work, etc.);
- what conditions are created in preschool education (educational environment focused on the inherent value of preschool childhood; positive microclimate

in a collective; a system for stimulating high-quality work, the creative orientation of the activities of the team; preschool education; orientation to the educational needs and demands of the family; systematic collective discussion of the state of the educational process, etc.)

One of the functions of education quality management is control, which provides the necessary feedback for management. The ongoing analysis of the results of the control allows you to plan work to improve the qualifications of teachers, provide timely pedagogical assistance, and contribute to the introduction of innovative pedagogical experience. The quality management control of a preschool institution is regulated by the Regulations on internal control activities.

Thirdly, interaction with social partners in the socio-cultural space, with the parent community. Plans and models of interaction with an educational and cultural institution (namely, with school No. 3, with a branch of the central children's library), an action plan with the prevention group of the fire department of Chernogorsk, an action plan for road safety, as well as an action plan for involving in

the educational process of children of the microdistrict who do not attend a preschool organization. On the basis of the kindergarten, the work of the consultation center "Family Hearth" was organized.

The organization of a new system of effective management in an educational institution is to strengthen ties with the parent community. In the kindergarten, modern forms of work of pedagogical education of parents are widely used in order to familiarize them with innovative activities: presentations of programs and technologies, surveys and questionnaires to study public opinion about the work of the kindergarten, studying the request of families for educational services. Parents have the opportunity to get acquainted with the activities of a preschool organization through the Internet, in which the institution's website operates. Such a management strategy strengthens parents' confidence in the high quality of the educational process, which positively affects the image of the kindergarten.

Fourthly, conditions for the professional growth of employees have been created in the kindergarten. A plan for advanced training of teachers, a plan for self-education, has been developed in a preschool institution. We also involve active teachers in the management of a preschool organization, which allows us to distribute and delegate part of the management functions. In this regard, in the process of work, a new management model is being formed, which includes temporary and permanent groups consisting of representatives of different structural divisions. Temporary groups are created to solve specific problems (for example, as part of an event or to plan certain work). Permanent groups monitor and analyze pedagogical work. Such activities have led to the following results: the innovative potential of the teaching staff has increased, the activity of participation in competitive events has increased. 82% of teachers have diplomas, certificates and thanks at the municipal, regional and all-Russian levels. The introduction of innovative programs and technologies contributes to the accumulation of advanced pedagogical experience, 75% of teachers have publications on Internet sites.

Fifthly, strengthening and improving the material and technical base of preschool education, by attracting and rationally using all forms of funding: budgetary, extrabudgetary, sponsorship, including, in the future, the organization of paid educational services.

In preschool education, a plan has been developed for the implementation of the state educational standard for preschool education, which includes 4 areas:

1. Organizational introduction of the state educational standard for preschool education.
2. Regulatory support for the introduction of the state educational standard for preschool education.
3. Personnel and methodological support for the transition to the state educational standard preschool education.
4. Information support for the transition of preschool education to the state educational standard.

The key place in the state educational standard is occupied by the requirements for the conditions for the implementation of the main educational program of preschool education. These requirements include requirements for the psychological, pedagogical, personnel, material, technical and financial conditions for the implementation of the Program, as well as for the developing object-spatial environment.

Analyzing the requirements for the conditions for the implementation of the main educational program, the main conditions have been created today for the implementation of the state educational standard in our kindergarten, namely

1. In kindergarten, the interaction of teachers with children is based on a benevolent attitude towards the child, an individual approach, teachers' respect for the human dignity of pupils, the formation and support of their positive self-esteem, confidence in their own abilities and abilities. In the educational process, forms and methods of working with children are used that correspond to their psychological, age and individual characteristics. Teachers interact with the families of pupils in order to implement the full development of each child, involve families directly in the educational process.

Necessary conditions have been created for medical support of children in order to protect and improve their health. Group occupancy, catering and health improvement are carried out in accordance with SanPin standards.

Undoubtedly, one of the most important conditions for upbringing and educational work in a preschool institution is the correct organization of the developing subject environment. Therefore, when creating a developing environment, we try to arrange group rooms, taking into account the characteristics of the children attending the group. This is, first of all, age, interests, inclinations, abilities, gender. A child of preschool age has three basic needs: movement, communication, knowledge. We tried to organize the environment so that the child had an independent choice: with whom, where, how, what to play. The kindergarten implements the educational program "Childhood", therefore, creating an environment in accordance with the content of this program requires focusing on the concept of the holistic development of a preschooler as a subject of children's activity.

We strive for the subject environment to have the character of an open, non-closed system capable of change, adjustment and development. In other words, the environment is not only developing, but also developing. Practice suggests that it is difficult to completely replace the subject environment in a group. But still, under any circumstances, the objective world surrounding the child must be replenished and updated, which is what we are doing. Only then the environment contributes to the formation of cognitive, speech, motor research and creative activity.

The psychology of a preschooler is such that everything must be mastered and consolidated by him in practical activities. Therefore, all games and toys are located in a place accessible to children, game and educational aids are located at the level of the children's eyes. In child development centers, all play material meets fire and sanitary and hygienic requirements. Thus, the developing environment in groups complies with the basic principles of the state educational standard: rich, transformable, multifunctional, variable, accessible and safe.

2. The organization is fully staffed with teaching staff. The staff list includes 16 teachers: 12 of them are educators and 2 narrow specialists (music director, physical education instructor). 19% of teachers have higher education, 81% have specialized secondary education. By category: 19% of teachers have the highest category, 50% of the first category, 6% of the second category, 19% of teachers have passed the correspondence to their position.
3. One of the conditions for effective management of the quality of education is the constant improvement of the material and technical base, in order to create comfortable conditions not only for children, but also for employees. Our kindergarten complied with the basic requirements for logistics: requirements determined in accordance with SanPiN and regulations, in accordance with fire safety rules.
4. Financial support is carried out in accordance with the municipal task of the Founder.

Thus, a well-built management system can significantly improve the quality of the educational process, the professional competence of teachers, promote effective interaction with social partners and ensure the competitiveness of a preschool organization in the educational services market.

In conclusion, I would like to turn to the words of the famous philosopher Francis Bacon, who said: "He who does not use new means must wait for new troubles", this wise saying may well be confirmation that innovations in modern education, in the management system of the Organization are not just a tribute to fashion, but a necessity dictated by life itself.

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