

# Development Of Managerial Skills Of Pre-School Directors

Ph.D. Ne'matov Shuhrat Ergashovich and Karakalpak

State University named after Berdakh, assistant of the department "Pedagogy and psychology" Kalmuratova Khurlikha  
Rustamxodjaevna

DOI: 10.47750/pnr.2023.14.02.151

## Abstract

Significance of the article is determined by the need to develop modern layouts to the development of managerial skills of directors of pre-school education. The goal of the article is contained in the study of managerial potential of directors of pre-school institutions. The article presents theoretical and applied studies of experts in the field of teaching management on the most significant problems of pre-school education.

**Keywords:** skill, management, education, goal, leader, analysis, control, approach, leader.

## Introduction

In accordance with the law of the Republic of Uzbekistan, dated 16.12.2019. №ZRU-595 «About pre-school education and upbringing». Pre-school education is an indivisible, purposeful process of upbringing, which is a public good realized in the interests of the family, society and the State [1].

When we explore some science, we try to get to the essence of the phenomena that this science covers. The science of management derives its own laws and discoveries from the depths of time. Attempts to comprehend management activities were reflected in the writings of the ancient Greek philosopher Socrates. Socrates (c. 469-399 BC. e) regarded management as a special area of activity that is needed in order to put the necessary person in the right place and achieve compliance with his instructions. Uniform ideas in the field of control were also found in the East. The ancient Indian work «Ardahmastra» IV-III c. BC, containing the news about management, has been brought to us. In Sanskrit the skill of management - «dandaniti» - word for word translation is denoted as management by possession of a stick - «danda». It can be assumed that the nature of management during the period under review was quite strict and completely authoritarian. [2].

In general, it can be said that the thinkers of antiquity, administration, as a comprehension of conditional laws and the main importance assigned to the selection of a leader capable of skilful use of these laws in practice.

Familiarization with the sources of ancient administrative knowledge, their awareness from the point of view of modernity serves as an impetus for the emergence of new ideas.

Governance in the education system has two distinct objectives: sustainability. Until now, the scientific and pedagogical literature lacked unity in the opinions of the management of education, management cycle, systematization of functions, methods, management [3].

The current educational environment presents the heads of pre-school educational institutions with a number of new tasks, involving the management of the teaching staff in difficult conditions of rethinking educational configurations and methods [4].

Pre-school education needs a new generation of leaders - managers with strategic thinking, vision, confidence in success. Leaders - innovators are needed to effectively judge old and new challenges in other ways. These include mastery, spatial relationships and coordination with other innovators, initiative, responsiveness to the initiative of others, firmness and activism. The interest in understanding leadership is not a coincidence. The current type of public opinion requires a different, new leader.

Heads of educational institutions are obliged to lead the collective. Hence the concept of «leader» - the leader or going ahead (from English. to lead - news) [5].

At the end of the XIX - beginning of the XX century. in the position of manager of the children's institution contemporaries saw a woman, mainly, with a high level of culture - intelligent; with sufficient education - medical, teaching or gymnasium graduate, female student; with a certain position in society - wife of teacher, paramedic, clergyman, etc.; with skill in medicine or pedagogy [6].

In modern society, everyone was as equal as men and women, but could a woman be a leader in the current sense of leadership? Can a woman productively run an educational institution? What portrait of an ideal «woman-leader»? The psychology of a businesswoman was studied more comprehensively by American doctors Margaret Henning and Ann Jarden. A woman leader is a bright personality: she is feminine, sociable, emotional, mentally and physically active, she makes her own decisions, but she is perfectly receptive to the mood of others; she is not accustomed to the pernicious patronage of subordinates. She is willing to take risks, is determined, resolute in herself, honourably responds to criticism, remarks and even can be effectively directed with one social role («leader», «business woman») to another («daughter, mother, wife»), convinced in understanding Assistance and assistance from the spouse and children [7].

There are four styles of leadership skills:

- The «give directions» style is question-oriented and suitable for staff with a low level of maturity.
- The style of «doing assignments» is focused on both the task and human relations with subordinates of typical maturity.

- The style of «decision making» is focused on the participation of the subjects in decision-making, is characterized by a moderate elevated degree of maturity, sometimes the subjects may bear responsibility, but are absolutely not willing to be responsible for the task.

- The style of «doing business» is characterized by a high degree of task orientation, when subordinates, due to their maturity, make decisions, do business and know how to bear responsibility [8].

The main functions in modern management are presented as follows: analysis, forecasting, planning, organization, monitoring and correction (or regulation). All these functions are characteristic of the system of management of educational institutions, but each of them has its own characteristics, following from the specifics of the work of these institutions [9].

Analysis - study of the practical state of the system and its fair evaluation. Without an analysis of what has already been done, it is impossible to specify targets and set priorities for action.

Forecasting - detection and anticipation of objective (real) trends, the state of organization, the sphere as a whole in the future, as well as alternative ways of this development and the timing of their implementation.

Forecasting is necessary for the development of the strategy of enterprise and industry formation. It is the projected indicators and the reasons for the main impact on them that form the basis of the strategy.

Planning - the development of a programme of activities focused on the achievement of the established goals, as well as a reasonable direction of the given events within the specified period of time. Planning is not so much covered by having plans developed ahead of the curve, but rather by the execution of the work, which brings to some extent a perfect and absolute idea of the tasks and the activities to come.

Organization - a process focused on the organization of the activity of the institution (enterprise), the creation of its structure, the location of service among its members in order to implement the plans and achieve the desired results. As a result, the reasons for the activity (personnel, object and tools, material in the form of capabilities and laws of performance of activity) and management (employees of the management apparatus, administrative information) are combined [10].

Monitoring - periodic verification of current, intermediate, final and long-term results of activities, comparison of these results with the forecast. Control is performed at all stages of the management cycle, ensuring feedback in

the middle of the management and managed subsystems. Monitoring is a key source of information for management decision-making.

Correction (regulation) - a feedback base for changes in goals, tasks, essence of management, planning; it is the implementation of current events to eliminate deviations from the established order mode of operation by means of timely connection of the management subsystem with the managed, and still created in advance forecasts, providing anticipation of possible risks, a fundamental objective of this function would be to maintain a sufficient balance among all parts of the system in accordance with its objectives.

Management cycle - a circular structure that allows for interdependence and alternate execution of independent (operational) management functions. Loss of each function leads to lowering of quality of the whole managed system [11].

The principles and management functions examined are carried out in a variety of ways. In the management system, methods occupy a special location because they have only practical application. Only by means of methods do managers interact with the managed subsystems in order to transform them from an initial state into a desirable one [12].

We know that leadership lives as long as people exist. Renowned researcher in the field of management psychology V. Ziegert gives a similar definition of management: management is such instruction of people and such use of means that allow realization of the established issues in a humane, financial and rational way management is considered as one of the main characteristics of the pedagogical system [13].

In conditions of greater autonomy, with the delegation of many rights and powers to the pre-school institution itself, and thus its responsibility, it is thought that the monitoring and evaluation activities of managers should, take a special place in the motivation and motivation of the teacher as never before. The work of the educator is creative, so it is necessary to be able to investigate his work, approach the form of control in a differentiated manner. There are teachers who only need to suggest new ideas and not to waste their energy on everyday control, it is about the masters of their business. Individual educators require strict administrative control [14].

By providing periodic diagnostics of the degree of manifestation of the director's competencies as a successful manager, it is possible to trace the dynamics of their changes and change managerial knowledge, skills, skills in the right key. In this way, the manager will be able to bring his managerial capacity to perfection and keep it at the required level. The study of the concept and practice of progressive management is a special task, allowing to go beyond narrow boundaries and to form for the director and his deputies competences that open up management potential.

On the basis of the results of the management of the educational institution, its intellectual and professional development, which constitute its managerial potential, to a great extent the fate of not only pre-school education, but also the country as a whole.

Therefore, directors of pre-school education are more likely to become managers than teachers.

## Reference list.

1. lex.uz. Law of the Republic of Uzbekistan, 16.12.2019 №ZRU-595
2. Management of preschool education: Khrostomatiya/ vs.: G.N. Kazaruchik : Brest. Gost. Un - t named after A.S.Pushkin. - Brest : BrSU, 2012. - 219 p. ISBN 978-985-473-819-2.
3. Timofeeva, I.V. The origins of management / I.V. Timofeeva // Management of pre-school educational institution. - 2004. - 3. - Page 4.
4. Management in the system of education of the Republic of Belarus / under Ed. G.D. Dylyana. - Minsk : «Asar», 2004. - P. 8.
5. Pozdnyak, L.V. Specifics of management activities of the modern head of the DPU / L.V. Pozdnyak, L.M. Volobuyeva // Management of preschool education institution. - 2006. - 5. - Page. 79.
6. Volodko, D. Head of the educational institution - leader / D. Volodko // Praleska. - 2004. - 11. - Page89-92.
7. Timofeeva, I.V. The origins of management / I.V. Timofeeva / Management of pre-school education. - 2004. - 3. - Page. 7
8. Volodko, D. Head of educational institution - leader / D. Volodko // Praleska. - 2004. - 11. - Page90-91
9. Management [Electronic resource]: Electron. study. for universities / Ed. M. L. Raz. - M.: Knorus, 2012. - 1 electron. Opt. disc (CD-ROM) : zv. , zv.
10. Sidorov, L. N. Management / L. N. Sidorov. - Minsk: RIVSH, 2009. - P. 27-49, 73-81.
11. Management and marketing in education, science and production and its information support / V. A. Trainev [et al. ] ; under general. ed. V. A. Traineva. - M.: Dashkov and K°, 2008. - P. 57-61.
12. Trainev, V. A. Psychological features of the head's activity / V. A. Trainev // Upr. Doshk. will be formed. Institution. - 2007. - 1 (35). - C. 36-40.

13. Lobynko, L. Control... To drive / L. Lobynko // Praleska. - 2004. - 11 (159). - Page208.
14. Tretyakov, P.I. Pre-school educational institution: management of results / P.I. Tretyakov, K.Y. Belaya. - M.: New school, 2001. - Page213.