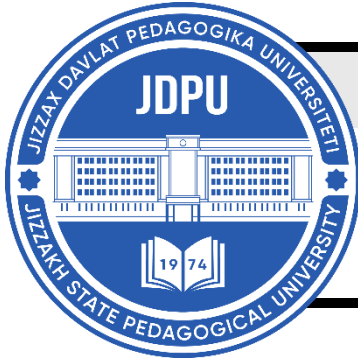


**MENTAL ENLIGHTENMENT SCIENTIFIC –
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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**HISTORY OF ORIGIN AND CURRENT STATE OF THE PROBLEM
OF MANAGEMENT IN PRESCHOOL EDUCATION****Mokhinur Akmalova***Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: akmalova@mail.ru***ABOUT ARTICLE**

Key words: preschool education, school manager, centralization, management, authoritarian, leadership style, effectiveness, educational activities, organization.

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Abstract: In recent decades, fundamental changes have occurred in the preschool education system, which have seriously affected the problems of training, education and management at this stage of development of an educational institution. In the past, preschool institutions were on the brink of survival, however, in recent years there have been major changes in regulatory, administrative, and economic conditions that have made it possible to modernize all levels of preschool education. There is an obvious tendency to search for meaningful guidelines and specific educational forms that allow preschool institutions to find their own identity and find zest in their work. The article discusses history of origin and current state of the problem of management in preschool education.

INTRODUCTION

The implementation of the research goal of developing management conditions based on a communicative approach required an analysis of the causes and prerequisites for the emergence of signs of organizational communication in education.

Theoretical analysis of the subject of research based on the principle of unity of logical and historical made it possible to present the subject under study in retrospect: to identify the reasons for changes in the principles and nature of management activities generated by the state of society and the level of development of science.

As the analysis shows, the current state of the management system of teacher education in Uzbekistan is the result of a long historical development of social relations and pedagogical thought. Research by historians reveals that the education management system throughout the history of

teacher education has been a reflection of the attitude of the authorities towards education and its influence on society.

MATERIALS AND METHODS

In the pedagogical views of Belinsky V.G., Tolstoy L.N., Ushinsky K.D. the pedagogical ideas of humanization of education and the education management system are reflected. In 1914, an article by V.P. was published. Vakhmistrov “Freedom of Teacher Creativity”), which raises the question of the creative nature of the teacher’s activity and the need to provide him with space and freedom [64]. Pedagogical ideas about the development of pedagogical activity on the basis of freedom, creativity, and humanism come into conflict with the existing management system.

The scientific and technological revolution, the complexity and versatility of the problems solved by education determine a qualitative change in the process of managing educational systems and strengthen the importance of school science as an important branch of pedagogical science. In 1952, the first edition of the book “School Studies” was published. The concept of “school studies” was compiled by A.N. Volkovsky, M.P. Malyshev included a wide range of issues related to the administrative and organizational activities of public education authorities, methodological institutions, school directors and their deputies for educational work. The head of the school was assigned three functions: organizing educational work; pedagogical and methodological instruction; monitoring the work of employees. The influence of functions on each other was explained as follows: “The better the work is organized, the easier it is to manage and control it; the more correct the control, the more successful the leadership) [9, 89].

In the 80s, M.N. Kondakov, exploring the theoretical foundations of school science, gives a number of provisions that make it possible to imagine the state of management problems at the beginning of the period of development of our society, which was called “perestroika”. School management is understood as a specialized socio-pedagogical system that provides for the conscious, systematic and purposeful influence of the subject of management on all aspects of school life to ensure optimal socio-economic and organizational-pedagogical functioning of the process of training and education of the younger generation [1].

The subject of management of the sphere of education and upbringing of the younger generation is a set of institutions and organizations that, under the leadership of the Communist Party, manage the educational process. The tasks and functions of various levels of leadership and management of school affairs are expressed in the party’s program requirements in the field of public education [1]. There is a narrowly centralized, hierarchical management system, the main subject of management of which is the Communist Party, with its ideology and direct instructions to the governing bodies. The entire control system is faceless. In the concept, the subject of management is formally called the

institution, but in reality - the Communist Party, since it is it that, judging by the above definition, “carries out” the management of the educational process, setting its ideology.

The essence of management was practical, organizational work to implement decisions made [5]. One of the main requirements for the functioning of an institution in a socialist society is the constant analysis of real results, the study of practice, the facts of the actual construction of socialism and communism [6]. Management was carried out through the functions of planning, control, and accounting. The reason for this state of the education system is largely explained by the situation given in the historical and theoretical study of G.F. Karpova. where, in particular, it is noted that the education system in the first half of the 20th century developed on the basis of the principle of state centralization of the entire matter of education. The education system “organized and planned by the state on the basis of taking into account economic, political, cultural and everyday conditions) was supposed to be “organizationally strictly centralized, with a common unified goal setting and a desire for programmatic unity). This principle affirmed “the unity of educational policy), central leadership) and “the consolidation of certain ideological attitudes,” “the concentration of educational issues in a single apparatus of state power), the absence of place for “public organizations and private initiative, even controlled by the state) [7, 37].

The educational system developing according to this principle performed only the functions of circular leadership, supervision and control, working, in fact, not for the school, but for itself.

In the second half of the 80s, it was noted that the existing education management system “preserved relations in education, imposed “uniformity and like-mindedness,” and three specific defects were named: its lack of democracy, extreme centralization and militant-bureaucratic character.

Since the 80s, with increasing activity, the idea has been emerging that the existing model of education has exhausted itself. The role of understanding culture in its global dimension as a set of methods and results of human activity is growing; social relations are beginning to be influenced by culture, which is manifested in completely new requirements for education, its goals, content, and organization.

In the 80s of the 20th century, with the beginning of the implementation of the reform of secondary and vocational schools, it became increasingly important to resolve issues related to the organization of personnel management, which in the new conditions occupies a key position in the resource potential and predetermines the success of the organization in achieving its goals, that is, introduced elements of management. The philosophy of “impact” in the management of an educational institution is being replaced by the philosophy of “interaction,” “cooperation,” and “reflexive management.” The theory of school science and scientific organization of labor is significantly supplemented by the theory of intra-school management. “Management theory is

attractive primarily because of its personal orientation, when a manager's activities are built on the basis of genuine respect, trust in his employees, and the creation of a situation of success for them [12, 122].

In the early 90s, the leading patterns of intra-school management were actively studied, which included:

-dependence of the effectiveness of the management system on the level of structural and functional connections between subjects and objects of management;

-conditionality of the content and methods of managing the nature and content of the activities of the educational institution [12, 35]. Among the leading principles of management are also called analyticality, expediency, humanism, and democratic management [10, 42].

The above-mentioned patterns determined the management principles that must be followed by the modern head of an educational institution. The main principles include: democratization and humanization of management; rational combination of centralization and decentralization; unity of unity of command and collegiality; objectivity and completeness of information in the management of pedagogical systems [12].

Analysis of the activities of a modern leader, from the perspective of the content of the principle of democratization and humanization, allowed researchers to identify the following conditions as missing in management practice:

- development of independence and initiative of managers, team members and students; - openness of discussion and adoption of management decisions;
- openness, availability of information;
- regular reports from the administration to the team, joint discussion of results and work plans;
- cooperation, co-management, self-government;
- approval of subject-subject relations, transition from monologue to dialogue in all types of management activities [13]

A special place in the methodology of the scientific search for real opportunities for transforming management in education in the 80s is occupied by the principle of consistency and integrity in management [3].

RESULTS AND DISCUSSION

Understanding the systematic nature of the pedagogical process creates real prerequisites for its effective management. A systematic approach to managing an educational institution encourages the manager to have a clear understanding of the institution as a system and its main features. Research emphasizes that in management it is important to highlight not only the main parts of the system, but also those connections and relationships that arise, develop and are destroyed between these parts.

The prospect for the development of these connections and relationships is associated with the process of integration of all components acting as system-forming elements.

Rachenko I.P., exploring integrity as a state of a particular pedagogical system or structure, emphasizes that it is characterized by a combination of the following features: integration, self-sufficiency, controllability (self-governance), autonomy, activity. At the same time, the author assigns special importance to integrated™ as an indicator of internal order, consistency and functional unity of the subjects of the educational system [4, 36].

Thus, consistency and integrity as a management principle, ensuring the integration and coordination of the actions of all components of the system, increases the manager's attention to the conditions of interaction and communication in the team, and forces one to take into account the main features of the system as an object of management:

- integrity;
- presence of structure;
- integration of individual system components;
- close and specific connection with the external environment.

With the beginning of the educational reform, pedagogical science and the public recognized that the excessive centralization of management that existed throughout the history of the development of education in Russia strengthened administration. Centralization in management fettered the initiative of lower-level managers, teachers, students, they became simply executors of decisions made without their participation and desire.

One of the principles for the development of cooperation and interaction in the teaching staff is the “rational combination of centralization and decentralization.” This principle is implemented through the conditions of a combination of centralization and decentralization in the management of an educational institution, through interaction in the discussion and adoption of management decisions at a professional level, eliminating duplication and increasing coordination of actions of all structural units of the system.

Modern concepts of organizing management activities based on a personal approach explain the need to implement the principle of unity of command and collegiality of management. This principle explains the activities of the head of an educational institution as a manager. The implementation of this principle is aimed at overcoming subjectivity and authoritarianism in managing the entire educational process. In making the optimal decision, the leader (manager) needs to rely on the experience and knowledge of colleagues; it is necessary to compare different points of view in the process of joint discussion. “Unity of command is appropriate when determining tactical actions, collegiality when developing strategic ones.

The concepts of scientific organization of labor had a significant influence on the development of management in education.

The leader of domestic science of management and scientific organization of labor in the 20s was A.K. Gastev. In the understanding of A.K. Gastev, the foundation of the art of management is based on a personal work culture, which cannot be created on obedience, turning a person into a “cog” of a production mechanism. A.K. Gastev requires a creative approach to the most ordinary things in work: “To infect the working masses with the “tireless demon of invention,” it is necessary to develop and implement an effective system of methods for attracting workers to management” [14, 21]. Thus, A.K. Gastev emphasized the necessary qualities of an employee in which a manager should be interested in everyday life. A worker not only performs work, he must know how the result of his activities can affect the results of the entire team. The scientific organization of labor according to Gastev presupposes a clear, well-thought-out rational organization of the conditions and mode of production in combination with a culture of interaction in a team [14].

The ideas of scientific organization of labor, which were developed in the production sphere, which gave rise to management as the art of management, were developed in education.

The scientific organization of work was considered not as an additional function of the leaders of public education and schools, but as a necessary condition for increasing the effectiveness of the teacher’s pedagogical work and the educational work of the student, and at the same time one of the important directions in the development of school science.

The introduction of scientific organization of labor into the activities of managers was determined by the desire to change the management system, which did not meet the pace and dynamics of the development of education. The essence of the scientific organization of labor was defined as “a minimum expenditure of effort, means, time and energy and a maximum of results. The path to a minimum expenditure of effort lies through the maximum of creative forces” [2, 44].

The main guiding ideas of the scientific organization of labor were recognized as the principles of optimality, humanization, economy, individualization and specificity, unity of theory and practice, and collectivity.

In practice, it has been proven that the use of scientific organization of work is possible when creating a favorable psychological climate in the team, with a combination of exactingness and respect for each individual, with clear, specific, rational and optimal planning; with the appropriate distribution of functions and a developed communication system, with the interaction of workers and administration at all stages of planning, organization and control.

Subject-subject relations are the most important condition for the application of scientific organization of labor in management.

The process of introducing the scientific organization of labor in educational institutions, of course, contributed to the development of those managerial actions of the manager that correspond to the activities of the manager, ensuring the independence of the institution, innovations for the purpose of its development and competitiveness.

Previous education management systems were criticized in the 80s for the fact that “they had rigid, usually linear-functional structures, well adapted to work in stable conditions, but not designed for change and development. They were characterized by a poor set of management influence methods, the predominance of an authoritarian leadership style, inattention to the interactions of structures and components of the system, relationships between people and their groups, low knowledge intensity” [8, 29].

The discrepancy between many characteristics of management systems and the new realities and requirements of life has become more obvious in connection with the development of a person-oriented education paradigm. The main provisions set out in the concepts of various authors provide the basis for explaining the conditions necessary for the implementation of the managerial functions of a leader (manager in education) from the position of orientation towards the individual.

This basis is provided by the following provisions:

- about active creative activity as a condition for the free self-realization of a person as an individual;
- about the relationship between a person’s internal needs and external influences on him;
- about dialogue as a form of interaction between subjects of the educational system - bearers of culture and universal human values;
- about freedom as internal independence, based on personal meaning.

CONCLUSION

Thus, the current state of preschool education, associated with the transition to market relations, dictates the need to improve the management system of preschool educational institutions in the direction of introducing management as a condition for increasing the effectiveness of educational activities based on establishing relationships with people, that is, through the organizational and connecting component of management.

Having carried out a study of the genesis and current state of management in education, we received the following conclusions: the main sources of information about the emergence and development of management in education are the history of education, school science, the theory of scientific organization of labor, and modern theories of educational management.

A theoretical analysis of the state of management problems in education revealed the need to analyze the communicative component of management activities and develop conditions for its implementation. Overcoming negative phenomena in management activities, as the analysis showed,

should be facilitated by modern principles of management of educational systems: democratization, humanization of management, unity of unity of command and collegiality; integration, systematicity, integrity; creative interaction.

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