

**THE ROLE OF THE DIRECTOR OF A PRESCHOOL EDUCATIONAL
ORGANIZATION IN ENSURING THE QUALITY OF THE EDUCATIONAL PROCESS**

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Annotatsiya

This article covers the main tasks and functions of directors of preschool educational organizations, including the proper organization and management of the quality of educational processes, the proper management of the organization, and the organization's directors.

Kalit so'zlari

Management, director, employment contract, discipline, resources, organization, development, quality of education.

INTRODUCTION. Proper management and relations in the team greatly contribute to the orderly, timely and effective organization of labor and work of employees, and to the supervision of the leader. The director must constantly consciously improve his ideological, spiritual-educational, political-legal level and professional skills, master pedagogical knowledge, the theory and practice of educating children, know the tasks facing preschool education, and use his knowledge in his activities. He calls for measures to be taken to eliminate shortcomings in the work process and to ensure the effectiveness of his work. Directors of preschool educational organizations are appointed by the departments of preschool and school education from among persons with a higher education and at least 5 years of pedagogical work experience, as well as a certificate of the profession, knowledge of languages, etc. Preschool educational organizations are responsible for the correct selection of personnel, their orientation in their field, the correct organization of work on educational and educational work, attention to the employment contract and the recruitment process, and the active participation of the board of the preschool educational organization. The director must also conduct fair and impartial work in this process.

LITERATURE ANALYSIS AND METHOD. In our understanding of the essence of professional development of directors of preschool educational organizations, we are guided by the ideas of such scientists as V.P. Paramzin [1], who studied the problem of professional development of school directors, L.F. Vyaznikova [2], who dealt with the problems of retraining directors of the education system, and T.S. Panin, who developed the concept and model of training and retraining of teachers. We recognize their approach to understanding the role of the professional development system as an important condition for changing the position of trainees. As L.F. Vyaznikova rightly noted, the main task is to help trainees understand that the content of the training offered in the process of professional development leads each of them to a natural rise in the "wave" of skills. However, the trajectory and dynamics of this movement are specific for each person, based on his personal qualities [2]. Understanding responsibility for one's professional destiny is associated with the correction of negative professional, pedagogical, and managerial goals. By negative goals, the researcher understands a system of factors that "block personal growth and the effectiveness of pedagogical activity."

DISCUSSION. Management is the influence to ensure the quality and regulation of a system in order to form and develop it. In fact, management is not only about giving orders and controlling, but management also includes the responsibility for forming a system and gradually



developing it. This requires ensuring quality in the system, its specific regulation and directing the team towards a specific goal.

Forming a system is setting a direction for a structure that has not yet become a full-fledged system by defining rules and structures. Let us give this process an example of preschool educational organizations: despite the presence of staff and funds in a newly opened preschool educational organization, the system is chaotic, positions and responsibilities are unclear, the agenda and educational processes are not formed, and therefore internal rules and regulations are not established. During the formation process, positions and tasks are determined, educational processes are regulated, and goals are defined.

Development is the process of improving the efficiency of an existing system, providing it with new opportunities and continuing its activities in accordance with the requirements of the time. In this process, quality and stability are introduced into the existing system. To ensure the evolutionary growth of the system, rational use of resources and system regulation are required. In short: formation is the creation of a system, and development is its improvement.

The essence of management expands with the level of socio-economic relations, the development of productive forces and the complexity of economic relations. That is, the importance of management increases and becomes more complex over time. The development of the level of socio-economic relations, simply put, the complexity of relations between people and the community, the growth of science and technology, the increase in resources and labor force, creates the need for its management. As society and the economy develop, the form of management expands and becomes more complex. The content of management thus moves from simple to systematic and multifaceted.

RESULTS. The director of a preschool educational organization must approve the work plans, annual and prospective work plans, curriculum plans, annual calendar curricula. In addition to reviewing and approving the work plans of teachers and specialists of the organization, monitoring their full and high-quality implementation, he must adopt orders to determine the future directions of the organization and, within the framework of his authority, create jobs, hire and dismiss employees, that is, terminate employment contracts, and develop measures for the socio-economic development of the preschool education system, establish partnerships, increase the coverage of preschool education, and develop high-quality preparation for primary education by fully covering children aged 3-7. In addition, he has a number of tasks and responsibilities. In a preschool educational organization, the director solves issues and problems together with the pedagogical council and the supervisory board in solving important tasks.

The director of the preschool educational organization establishes Supervisory Councils for the further development of the organization. The "Supervisory Council" must report to the "Supervisory Council" on the work carried out to improve the organization's activities, financial and economic situation, income and expenses, use of budgetary and extra-budgetary and sponsorship funds, and make proposals to the district (city) department on the calculation of the funds necessary for the development of the organization and the preparation of an annual cost estimate. The role of the director is of great importance in increasing the responsibility and accountability of teachers and employees in the implementation of the educational process in the organization and the full implementation of the tasks set out in these documents.

CONCLUSION. Directors of preschool educational organizations take care of the systematic development of the culture, intellectual potential, professional skills and level of knowledge of personnel; create conditions taking into account the qualifications and acquired experience of employees. Employees of preschool educational organizations are introduced to current news and knowledge of modern education abroad. Nowadays, each employee must be



familiar with modern technologies and be able to work with them, in addition, great attention is paid to language skills, which is considered a full-fledged preparation of employees for modern requirements, and the role of the director in this is also important.

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