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QUALITY OF PRESCHOOL EDUCATION IN EDUCATIONAL RESEARCH

Abstract: the large-scale socio-political, economic transformations taking place in the Republic of Uzbekistan, the dynamic processes of democratization of society place new demands on the education system, the first stage and an integral part of which is preschool education. This type of holistic and continuous training system is difficult to overestimate, since it largely predetermines the success of the further harmonious development of the younger generation of our country.

Аннотация: происходящие в Республики Узбекистан широкомасштабные социально-политические, экономические преобразования, динамичные процессы демократизации общества предъявляют новые требования к системе образования, первой ступенью и неотъемлемой частью которой вступает дошкольное образование. Данный вид целостной и непрерывной системы подготовки кадров сложно переоценить, так как он во многом предопределяет успех дальнейшего гармоничного развития подрастающего поколения нашей страны.

Today, large-scale work is being carried out in this direction. The regulatory framework regulating the activities of preschool educational organizations is being systematically improved, favorable conditions have been created for the development of public-private partnerships in this area, a comprehensive basis has been laid for more complete coverage and ensuring equal access of children to preschool education, increasing the types of services provided. At the same time, a significant expansion of both the volume and content of the work being carried out, the need to properly ensure competitiveness, and gain confidence in the services provided among the relevant population, highly actualizes a number of problems, among which one of the first places is occupied by the improvement of quality management preschool education.

The analysis of scientific literature on the problem under study shows that education quality management is understood ambiguously by various scientists. At its core, the concept under consideration consists of two terms: management and quality. The first (management) is the most researched, including in the field of education.

In turn, the second term (quality) is the most multivariate in the scientific understanding. In its essence, quality has philosophical, economic, historical and cultural dimensions, because there is no area that it does not concern.

In an interdisciplinary aspect, the concept being studied is revealed as one of the fundamental categories, which, on the one hand, is studied as a sign of objects, facts that ensure their uniqueness (the ability to distinguish oneself from the surrounding world, to explain the fact of existence, being), and on the other hand, it denotes a certain standard of living, which forms the basis for the effective development of individuals and society as a whole [1,12,16,17].

According to the positions of S.V. Levkina, Ya.U. Ismadiyarova et al. Recently, the term quality of education has been understood differently. This is due to numerous studies and, as a consequence, the formulation of appropriate definitions mainly from the standpoint of economics, management activities, and public life.

Each of the listed areas contains its own distinctive understanding of the content of this term. In economics and management, the essence of the concept under consideration is mainly associated with the assessment of the process, as well as the result of the creation and use of prepared products, the assessment of relevant services, i.e. the object of research and management is the quality of a certain object (product) or service.

At the same time, the generalization of existing approaches to understanding quality carried out by scientists allowed them to highlight the following provisions:

quality as an absolute assessment becomes synonymous with superiority, perfection of a certain object or service;

quality becomes an inseparable affiliation of a certain object (or services), since without it it will cease to be itself;

quality, as an abstract category, has an imprint of subjectivity, its perception by one person or another may vary;

quality is also considered in the meaning of a property of a certain object or service, which is derived from any measurement parameter (quality is higher if the parameter is larger); quality demonstrates fitness for purpose, i.e. the ability of a particular object (or service) to perform

its functions, suitability for use; quality indicates compliance with the price, the ratio of benefit and price of a certain object or service, the satisfaction of consumer expectations at a price that a particular person can afford when the corresponding need arises; quality is defined as compliance with standards and conditions that contain target and acceptable values of certain parameters corresponding object or services.

M.B. Matnazarova, K.S. Fishchenko, considering modern approaches to understanding quality in the educational aspect, consider it advisable to conduct a comprehensive study covering: clarifying the essence of the basic concepts of quality of education;

carrying out monitoring and making management decisions in order to ensure established standards of quality of education at all levels.

According to scientists, the quality of education, in its essence, reflects the development of modern society in a certain time dimension, and therefore it should be considered in the dynamics of changes in relation to the factors that determine its nature.

The quality of education cannot be the subject of competition (competition) or an argument in assessing development at a specific stage of development. This is, first of all, a social characteristic.

Regarding the overall concept - quality management in preschool education, it is advisable to note the opinions of T.N. Boguslavskaya, E.M. Korotkova, A.G. Gosteva et al.

These scientists, based on the results of their research, came to the conclusion that in pedagogical theory and practice, first of all, the category of education quality management has become firmly established. The close attention of various scientists to this category is due to the rapid informatization, globalization of relations between states, various integration processes covering language, culture, education, production, etc., as well as the activation of the innovative aspect in teaching practice. The quality of education regarding preschool and primary education and teacher training is studied by many scientists. At the same time, for a long time the dominant approach was that management of the quality of education was determined primarily through assessing the quality of students' knowledge .

Analysis of scientific research devoted to the management structure of preschool educational organizations, the development of educational systems as natural, expedient, evolutionary controlled, positive changes and their guiding force, which contribute to the achievement of qualitatively new educational results, made it possible to come to certain conclusions.

In particular, L.M. Volobueva argues that quality management of preschool education provides for the development and enrichment of all characteristics of the preschool education system:

preschool educational organizations, scientific and methodological institutions, educational authorities, education and upbringing in the family;

development, renewal of basic management functions (organization, planning, control);

development, improvement of prognostic actions of management (objective understanding of the achieved level, creation of a future development model, determination of ways and means of transition from the achieved level to a quality development model).

Quality management of preschool education involves enriching those quality achievements that take place in preschool education, thanks to the fulfillment of the requirements of legislative and regulatory documents on the mandatory primary component of the lifelong education system and modern public demands [3].

As noted by P.A. Lebedev, the process of education quality management is cyclical, evolutionary in nature and is aimed at supporting the development process of an educational institution. Its implementation requires variability in education quality management programs. The choice of option depends on the results achieved, the characteristics of the organization of the educational process, the structure of the institution, the educational environment, professional growth of teaching staff. At the same time, program options can be grouped into three main types, determined by the nature of quality management itself:

programs aimed at meeting new requirements and procedures;

programs aimed at stimulating innovative activities of teaching staff;

programs aimed at creating conditions for abandoning habitual stereotypes.

At the same time, the researcher does not reject the presence in real practice of mixed options that combine all three approaches to quality management [9].

Interesting are the approaches of O.A. Skorolupova, G.Sh. Rubin, O. Eltsova, who believe that in understanding the quality management of preschool education, the points of view of various subjects of social order play an important role, i.e. parents, children, the public, etc. For example, for children, the quality of preschool education is reflected mainly in a large amount of gaming material, a fun and interesting atmosphere in the group, the institution as a whole. It is important for the administration of a preschool educational organization that a high-quality kindergarten be competitive and provide normal conditions for the functioning, creative work of teachers and the comprehensive development of children. Parents are primarily interested in reliability and safety preschool institution, which, as a rule, means the opportunity to leave the child in an institution where he will feel comfortable, will be well-groomed, and will be taken care of at the time necessary for the parents. At the same time, they consider it important to ensure high-quality preparation for school, which can only be provided by a highly qualified, united teaching staff.

According to teachers, proper quality of preschool education is possible only with a democratic management style, which gives scope for innovative creative activities of relevant specialists. The leader, in the opinion of the team, must have, in addition to organizational qualities, such qualities as creativity, mobility, etc.

Summarizing the opinions of all participants in the pedagogical process, the authors state that a preschool educational organization in which quality management is implemented at the proper level is an institution where a highly qualified, close-knit team of like-minded people works, which carries out educational work, introducing new achievements of pedagogical science into practice and providing conditions for the comprehensive development of the personality of preschool children.

Thus, based on the above, it is appropriate to conclude that the issue of quality management in preschool education is becoming one of the most significant in modern pedagogical science.

This is due to the vital need to solve complex problems for the development of the younger generation with high moral aspirations and motives, preparing them for a full life in a dynamic world.

The prevailing number of scientists and practitioners in the field of preschool education consider the problem of improving the quality management of preschool education to be central to the effective development of education as a whole and preschool in particular. At the same time, despite the existing scientific research, the results obtained by the researchers did not reach the form of a holistic generalization in the context of substantiating scientific approaches and technologies to the quality management of preschool education.

Modern accents in determining target guidelines, including in preschool education, have led to corresponding development trends, which, as a rule, are revealed through qualitative changes in the formation of a modern infrastructure of the preschool education system, expansion of the network of preschool educational organizations, differing in forms of ownership, by type, forms of educational services.

These circumstances, undoubtedly, make their own adjustments to the understanding of the term - quality management of preschool education, by which it is advisable to understand a specially organized process for the purposeful coordination of the functioning of a management object in order to achieve scientifically based goals, standards, meet the expectations of consumers, as well as teaching staff from the provided educational services.

In essence, this process is a variable value that changes under the influence of various factors. The quality of preschool education must guarantee the services provided, meeting the expectations and demands of modern society.

The quality of preschool education can be judged if the totality of the results of such a process corresponds to the predicted goals, based both on the requirements of the relevant standards and on the needs and expectations of teaching staff, children, and their parents.

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