



IMPROVING THE METHODOLOGY OF TEACHING THE SUBJECT OF PRESCHOOL EDUCATION MANAGEMENT

Astanakulova Manzura

Termiz State Pedagogical Institute

Teacher of the Faculty of Preschool Education

Abstract:

This article provides information about the history, era, goals and objectives, principles of management science in preschool education. Management is important in preschool education. The development and progress of the organization is carried out through management methods.

Keywords: management, education, innovation, management, F. Froebel, 20th century.

Preschool education management science emerged as a distinct field of study in the early 20th century. The origins of this field can be traced back to the efforts of educators, policymakers, and social reformers who recognized the need for quality early childhood education.

One of the earliest pioneers in this field was Friedrich Froebel, a German educator who founded the first kindergarten in 1837. Froebel's kindergarten was based on the idea that young children learn best through play, and his approach to early childhood education had a profound impact on the development of preschool education management science. In the United States, the Progressive Era (1890s-1920s) marked a period of significant social and educational reforms, including the establishment of kindergarten programs in public schools. Educational theorists such as John Dewey and Maria Montessori also contributed to the development of preschool education management science during this time, with their emphasis on experiential learning, child-centered teaching, and individualized instruction.

In the mid-20th century, the field of early childhood education continued to evolve with the growth of research on child development and the emergence of new approaches to teaching, such as the HighScope and Reggio Emilia methods. This period also saw the establishment of professional organizations, such as the National Association for the Education of Young Children (NAEYC) in 1926, which played a key role in advancing the field of preschool education management science.

Today, preschool education management science encompasses a wide range of disciplines, including child development, curriculum design, program evaluation, and





administration. It is recognized as an essential component of early childhood education and is increasingly seen as a critical factor in promoting children's academic success and overall well-being.

The emergence of preschool education management science can be traced back to the early 20th century. At that time, there was a growing awareness of the importance of early childhood education and the need for qualified professionals to manage preschools.

In the United States, the first kindergarten was established in 1856 by German educator Friedrich Froebel. However, it was not until the early 20th century that early childhood education became more widespread in the US, with the establishment of nursery schools and kindergartens.

In the 1920s and 1930s, there was a growing interest in the scientific study of child development and education. Researchers such as Jean Piaget and Lev Vygotsky made significant contributions to our understanding of how children learn and develop. This led to the emergence of developmental psychology as a field of study.

With the growing interest in early childhood education, there was also a need for professionals to manage preschools and ensure high-quality education for young children. The field of preschool education management emerged as a result, with a focus on the administration, leadership, and management of preschools.

In the 1960s and 1970s, there was a renewed focus on early childhood education in the US, with the establishment of the Head Start program, which aimed to provide high-quality early childhood education to low-income children. This led to an increased demand for professionals in the field of early childhood education and preschool management.

Today, preschool education management is a well-established field of study, with a focus on the development of effective policies, programs, and practices for promoting high-quality early childhood education. The field is interdisciplinary, drawing on knowledge from education, psychology, sociology, and other related fields.

The emergence of preschool education management as a science can be traced back to the late 19th and early 20th centuries. During this period, there was a growing interest in providing early childhood education to young children. As a result, many countries began to establish preschools and kindergartens.

However, the management of these preschools and kindergartens was often left to untrained caregivers and volunteers. This led to a lack of standardization and quality control in early childhood education. In response to these challenges, researchers and educators began to develop theories and practices for managing preschool education. One of the earliest and most influential figures in this field was Friedrich Fröbel, who





founded the first kindergarten in Germany in 1837. Fröbel believed that early childhood education should be based on a child-centered approach that focused on play, creativity, and socialization.

Building on Froebel's ideas, other researchers and educators began to develop a more systematic approach to preschool education management. For example, in the United States, Patty Smith Hill and her sister Mildred Hill developed the first standardized kindergarten curriculum in 1893. This curriculum focused on promoting physical, intellectual, and social development in young children.

In the early 20th century, the field of preschool education management continued to evolve, with researchers and educators developing new theories and practices. In the 1920s, for example, Maria Montessori developed a child-centered approach to education that emphasized self-directed learning and individualized instruction.

Today, the field of preschool education management continues to evolve, with researchers and educators exploring new approaches and best practices. The focus is on providing high-quality early childhood education that promotes children's development and prepares them for success in school and beyond. Preschool education management science is a relatively new field of study, which emerged in the 20th century as a response to the growing need for quality preschool education.

The history of preschool education management can be traced back to the early 20th century when educational thinkers and reformers began to recognize the importance of early childhood education. Pioneers in the field, such as Friedrich Fröbel and Maria Montessori, developed innovative methods for teaching young children, which emphasized hands-on learning, self-directed play, and individualized instruction.

In the United States, the first formal preschool program was established in 1925 in the city of New York. The program, which was called the Bureau of Child Welfare, aimed to provide early childhood education to underprivileged children in the city. The program was a success, and it inspired other cities to establish similar programs. In the 1960s, the U.S. government launched the Head Start program, which aimed to provide comprehensive early childhood education and social services to children from low-income families. The program was a response to the growing recognition of the importance of early childhood education in promoting children's development and success in later life.

The emergence of preschool education management science as a distinct field of study can be traced to the 1970s when scholars and practitioners began to focus on the development of effective management strategies for preschool programs. This was





driven by the growing recognition of the importance of management in ensuring the quality of early childhood education programs.

Today, preschool education management science is a well-established field of study that draws on principles and practices from early childhood education, management science, and organizational theory. It aims to provide educators and practitioners with the knowledge and skills needed to manage preschool programs effectively and ensure the delivery of high-quality early childhood education.

The emergence of preschool education management science can be traced back to the early 20th century when the first preschools were established in Europe and the United States. The pioneers of the movement, such as Friedrich Froebel, Maria Montessori, and Rudolf Steiner, recognized the importance of early childhood education in the development of children. In the early years, preschool education was primarily based on the principles of child-centered learning, which emphasized the importance of play and creativity in the learning process. However, as the field evolved, there was a growing need for a more structured approach to preschool education management. In the 1950s and 1960s, the field of early childhood education began to shift towards a more scientific approach, with an increasing emphasis on research and evidence-based practices. This led to the development of the first management models for preschools, which focused on planning, organizing, directing, and controlling the various aspects of preschool education.

One of the earliest management models for preschools was developed by the National Association for Nursery Education in the United Kingdom in the 1960s. This model focused on the management of resources, such as staff, materials, and finances, and emphasized the importance of providing a safe and stimulating learning environment for children. In the United States, the field of early childhood education management was also rapidly evolving. In 1965, the Head Start program was established, which provided comprehensive preschool education and social services to low-income families. This program became a model for other preschool programs and led to the development of new management models and best practices in preschool education.

Today, preschool education management science is a well-established field, with a range of models, frameworks, and best practices that guide the effective management of preschools. These models emphasize the importance of quality, developmentally appropriate programming, staff training and development, family engagement, and the use of data to inform decision-making. The field continues to evolve, with a growing emphasis on equity, diversity, and inclusion in preschool education management.





The following are some of the key principles of management in preschool education:

Child-centered approach: The focus of preschool education management should always be on the needs and interests of the children. This means designing and implementing programs that are developmentally appropriate, culturally sensitive, and responsive to the individual needs of each child.

Collaborative decision-making: Management decisions should be made in collaboration with teachers, parents, and other stakeholders in the preschool community. This will ensure that everyone's perspectives and ideas are taken into account and that decisions are made in the best interests of the children.

Professional development: Preschool educators should be provided with ongoing opportunities for professional development, including training, workshops, and mentoring. This will help them stay up-to-date with the latest research and best practices in preschool education and ensure that they are able to provide high-quality programs for children.

Effective communication: Clear and effective communication is essential for successful preschool education management. This means maintaining open lines of communication with parents, teachers, staff, and other stakeholders and ensuring that everyone is kept informed of important decisions and developments.

Continuous improvement: Preschool education management should be an ongoing process of continuous improvement. This means regularly reviewing and evaluating programs and practices to identify areas for improvement and implementing changes as needed.

Inclusion and diversity: Preschool education management should be inclusive and culturally responsive, recognizing and valuing the diversity of the children and families served. This means creating an environment where everyone feels welcome and respected and providing programs that are sensitive to cultural differences and individual needs.

Data-driven decision-making: Data should be used to inform decision-making in preschool education management. This means collecting and analyzing data on program effectiveness, child outcomes, and other relevant factors to guide program improvements and ensure that resources are being used effectively.

Overall, these principles emphasize the importance of putting children at the center of preschool education management, fostering collaboration and communication among stakeholders, and continuously striving to improve programs and practices to ensure the best possible outcomes for children.





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