



MANAGEMENT OF PRESCHOOL EDUCATION QUALITY: CURRENT STATUS AND PROSPECTS

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Annotation:

This article is being considered key aspects of quality management in preschool education, and provides recommendations for ensuring the effectiveness of quality management.

Keywords: preschool education, quality of education, quality management, principles of management, effectiveness of quality management

Introduction

In the world, special attention is paid to the effective management of educational processes in order to early development of children and their quality preparation for primary education. According to the sustainable development goals set by the UN until 2030, "... raising to a new level of quality that ensures effective teaching results, creating an opportunity for quality training of children from preschool to primary education" [1] is defined as an urgent task. International experiences create the need to introduce effective mechanisms of preschool education quality management based on the orientation to create a healthy competitive environment through the development of the state and non-state sectors in the field of preschool education.

Tashkent Declaration was adopted at the end of the UNESCO World Conference on Early Childhood Care and Education, which was held in Tashkent on November 14-16, 2022, and in it, early childhood education the international agenda of children's education was set by 2030. Increase the quality and relevance of educational programs and pedagogy in the Declaration; providing equal and inclusive education services for all children; priorities were set in areas such as protecting and guaranteeing the rights to education in emergency situations.

Thanks to the personal attention of the President of the Republic of Uzbekistan Sh.M.Mirziyoev, unprecedented work was carried out in our country to cover children with preschool education. The number of preschool educational organizations will reach 34,000 by 2024, which is 6.5 times more than in 2017. The coverage of children with preschool education will be 74 percent (in 2017 it was around 27 percent) by the





end of 2023. Uzbekistan occupies the first place in the world in the global ranking of the dynamics of preschool education coverage of children.

Today, one of the next important issues in the field of preschool education is related to ensuring its quality. The quality of preschool education is closely dependent on the professional skills of pedagogues, the quality of educational and methodological support, and the effective implementation of quality management in preschool educational organizations.

Main part

In the context of the establishment of a new Uzbekistan, urgent reforms are being implemented to improve the quality of preschool education, to introduce educational methods that take into account advanced foreign experiences and national peculiarities into the preschool education system. These reforms “increase the scope of coverage of children with quality preschool education, create conditions for comprehensive development of preschool children intellectually, morally, aesthetically and physically, introduce innovations to the preschool education system, advanced pedagogical and information-communication introducing technologies, improving the management system of pre-school education” [2]. In this regard, the development of the educational quality management system in pre-school educational organizations, the development and introduction of effective mechanisms of educational quality management based on advanced foreign experiences are considered as one of the priority directions.

The analysis of the literature shows that in most cases, the quality of education is considered as a set of features that satisfy human needs and the interests of customers: society and the state.

In our opinion, the quality of education is not only the conformity of the knowledge and competencies acquired by the pupils to the state requirements, but also the activity of each pedagogue and leader in the preschool education organization in meeting the educational needs of the customers and ensuring the quality of educational services. Also, the quality of education in a modern educational institution is defined as the ratio of goals and results expressed in a set of descriptions that reflect the level of quantitative and qualitative results achieved, the developmental environment and conditions in which educational processes are carried out.

There are also different opinions of researchers and practitioners about the quality of preschool education and its content.

O.A.Safonova looked at the quality of education as an object of monitoring in the preschool education organization and divided it into four parts: the quality of the





educational process (mutual relations between teachers and pupils); quality of resource provision (resources and conditions necessary for the educational process); quality management system; emphasizes the quality of educational results in preschool education organization [3].

Researcher I.A.Ribalova notes that the quality of preschool education is a controlled, goal-oriented, controlled process, which can be achieved as a result of the work of the entire pedagogical team [4].

For the preschool education system in our country, there are State requirements for the development of elementary and preschool children of the Republic of Uzbekistan, the state curriculum of the preschool education organization “Ilk Qadam” (“First Step”) [5, 6]. According to the state requirements for the development of children of primary and preschool age and the curriculum, it is not possible to determine the quality of education and its results by evaluating the academic knowledge of pupils. In this case, logically, it seems difficult to evaluate the quality of preschool education, because the result of education is reflected in the pupil, and the pupil must be evaluated to determine whether the goals and results have been achieved.

In such a case, as noted above, the quality of education can only be the quality of the conditions created for the implementation of the educational process, as well as the quality of leaders and teaching staff.

In our opinion, the quality of preschool education consists of:

1. Fulfillment of state requirements at a minimum guaranteed level, i.e., the educational environment in the preschool educational organization, which guarantees that the pupil, as a subject of the educational process, will reach the next level of education - the level of education that ensures the transition to school, and o the quality of the educational process.
2. Subjects of education: educator, ability of pupils to set goals and achieve them in different contexts:
quality of all-round development, health care status of the child in accordance with the child's age;
the quality of personal achievements of pupils.
3. Satisfying the demands and needs of customers and interested parties, that is, first of all, the quality of preschool education results that meet the demands and needs of parents and meet the state requirements.
4. Collective aspiration to the quality of real education and the quality of activities in the preschool educational organization.





Thus, the quality of preschool education is a generalized measure of the effectiveness of the preschool education organization, which is manifested in the guarantee of the level of educational services that meet the requirements of consumers and the state.

The quality of education in a preschool education organization depends on the quality organization of work by pedagogues, the relationships formed in the team, the conditions created by the head of the organization for the pedagogical staff to creatively search for new methods and forms of working with children, and the objective assessment of the work of each employee by the management. .

The quality of education in a preschool education organization is determined by the following factors:

quality of education for pupils; quality of human resources;

the quality of educational and educational works;

the quality of state requirements for preschool education, the quality of regulatory documents, the quality of educational programs;

quality of teaching-methodical and material-technical base of education; quality of educational technologies;

quality of educational content;

the quality of safety and health care of children;

quality of healthy eating;

quality of leadership.

During the research, it was noted that there are different approaches to describing the concept of "educational quality management".

Sh.Kurbanov, E.Seytkhalilov who dealt with the fundamental issues of education quality management in our country, note that the scientific approach to education quality management began abroad in the 20s of the last century, and in our country from the 50s [7].

If we pay attention to the gradual development of approaches to quality management, it becomes clear that the period of rapid development of the theory of quality management corresponds to the end of the 40s and 50s of the last century. During this period A.Feigenbaum (Armand V. Feigenbaum) introduced the concept of Total Quality Control, consisting of the stages of quality development, quality support and quality improvement.

In many countries of the world, quality improvement has become a national idea as a result of the great efforts of the government, firms and companies' management aimed at ensuring the high quality of products, services, work and processes. As a result of the integration of different approaches, the concept of Total Quality Management (TQM) was formed.





The basis of modern TQM is the development of a long-term quality strategy for the benefit of the organization, its employees, consumers and society, and the participation of all employees in its implementation.

Permanent and regular personal participation of the management of the preschool educational organization in quality management is a guarantee of success in the quality assurance work of the educational institution.

In order to introduce the total quality management, the head of the preschool educational organization should do the following:

introduction of quality management, making a strategic decision on the development of the purpose, general ideology, development principles of the preschool education organization in competitive conditions;

to include quality assurance in the organization's goals, to support it in every way (morally, materially);

appoint a representative responsible for quality from the organization's administration;

training of employees in the fields of statistical methods of process management and quality management;

organizing feedback with employees;

regular internal audit and analysis of shortcomings in the organization.

A significant part of the responsibility for quality (96% of problems) is assigned to the management system and its creators, and the rest (4% of problems) to the executors [8].

Noting that today there are different (Japanese, American, European) “schools” of TQM (total quality management), which are considered the main ones, and because of this, there is no consensus among experts about the number of its principles, in the research process, the following eight main the principle is chosen:

consumer orientation of preschool education organization;

the role of leaders;

employee engagement;

process approach;

systematic approach to management;

constant transformation;

evidence-based decision-making;

mutually beneficial relations with partners.

The possibility of introducing quality management in preschool educational organizations is determined by the possibility of ensuring the implementation of all the principles of the TQM concept:





the principle of the organization facing the consumer. Preschool education organizations have their regular consumers and work closely with them. The implementation of the quality management system is intended to further transform this cooperation with parents from the point of view of quality assurance;

the role of the leadership and the application of the principles of employee engagement require rational management, a number of campaign activities, i.e., organization of trainings on teaching, training and persuasion, and improvement of the qualifications of pedagogues-educators in ensuring the quality of preschool education. It is important to turn employees into partners in the process of quality assurance when introducing the quality management system in preschool educational organizations;

organization of activities in the form of a chain of processes and a systematic approach to their management is not new for preschool educational organizations, because the activity and management practices in these organizations are based on a systematic-process approach;

the application of the principle of continuous transformation is a vital need of preschool educational organizations, like any educational institution. Otherwise, the development of the market of educational services, the increase in supply, and the constant competition will lead to the loss of pupils;

evidence-based decision-making and mutually beneficial relationships with partners have become the way of operation of most preschool educational organizations, but the introduction of a quality management system requires an approach to this activity from the perspective of quality and efficiency.

Therefore, taking into account the undoubted elimination of some difficulties that may be encountered, it is possible to introduce the quality management system based on the principles of TQM in preschool educational organizations.

The existence of the education quality management system in preschool educational organizations creates the possibility to replace the external control activities of the evaluation of the quality and results of the educational process in the future with the use of internal control and self-evaluation results, and the openness of these processes to the public increases the level of trust in the organization.

The implementation of the quality management system in the preschool educational organization should be based on the following:

Preschool education organization (PEO) pupils and their parents, employees, customers and society's interest in high quality of preschool education;

Responsibility of PEO employees for quality assurance;





continuous transformation of the quality of educational programs based on the needs of pupils and all interested parties;

Effective cooperation of all pedagogical staff involved in the implementation of educational programs at PEO.

Making the necessary changes to the quality management system based on the precise planning of PEO employees and the unconditional provision of their tasks, the full and high-quality performance of their duties, the establishment of constant control over all activities and feedback if possible, the quality assurance system and its components can produce the expected result.

It is possible to analyze whether the quality management system is implemented at the level of the preschool educational organization or within individual groups and its functioning based on the above-mentioned basic principles of quality management: suggestions and recommendations received from customers that the principle of customer orientation applies; the results of questionnaires received from parents; educational programs; measured based on the analysis of the accepted plans for the transformation of documents;

the implementation of the principle of leadership of the leadership is the personal participation of the leader in the management of the quality of education: the ability to plan the development of the organization; quality of managing resources (human, material, intellectual, information); it is analyzed from the point of view of leadership ability, taking into account all types of activities aimed at transformation;

implementation of the principle of employee involvement, initiative in solving problems and the system of education quality management

is determined on the basis of evidence of responsibility in fulfilling the instructions of the position approved by;

the implementation of the principle of the systematic-process approach is expressed through understanding and compliance with the requirements set by the quality management system;

the principle of continuous transformation is aimed at the continuous growth of the results of activities of pedagogues in order to achieve the set goal and fulfill tasks. First of all, it is aimed at continuous improvement of the quality of education;

the application of the principle of evidence-based decision-making is reflected in the conclusions and suggestions made as a result of the investigations.

Thus, the goal of creating an educational quality management system in a preschool educational organization is to provide quality educational services that meet the needs of consumers and provide the necessary conditions for it.





In addition, the educational quality management system in a modern preschool education organization is necessary for:

increase the effectiveness of the educational process in achieving the state requirements for preschool education;

development of a creative and working environment in the organization, increasing the professional activity of employees;

improving the management system in the organization;

transformation of the financial, material and personnel support of the educational process;

increase the competitiveness of the organization;

creation of modern safe conditions for educational activities; ensuring healthy nutrition of children; ensuring broad participation of the public in management.

In our opinion, the tasks of the educational quality management system in a preschool educational organization are as follows:

ensuring the fulfillment of state requirements as a social contract between subjects of the educational process;

determining the main criteria indicators of the quality of education; preparation of analytical reports and lectures on the quality of education;

to ensure the quality of education and encourage innovative processes for continuous transformation;

determining the directions of development of the organization, improving the qualifications of pedagogical staff.

Studies show that the factors affecting the quality of preschool education can be divided into two groups - internal and external factors.

Internal factors are factors that indirectly affect the quality of preschool education, such as the compliance of the curriculum with state requirements, the conditions created for its implementation, and the level of its appropriate use.

External factors are factors directly related to the external environment or preschool education. They somehow affect the quality of preschool education. These are family influences; socio-economic factors; competitive factors (presence or absence of competition); individual physical and psychological characteristics of children; "entry" to preschool education may include the level of development of children (initial diagnosis data) and others.

The impact of these factors should be taken into account when analyzing the results of the assessment of the quality of preschool education.

Based on the research results, it can be said that educational quality management is a separate management organized and directed for the implementation of pre-planned



goals and objectives of education, and achieving a guaranteed result by implementing all management functions.

Quality management of education in preschool education organization, this is the design of quality of education based on social order; organization of sufficient conditions and a developing environment for pupils; organizing the educational process; monitoring of changes; are the processes of analyzing results, correcting inconsistencies and managing them.

Descriptions of the concepts of education quality and education quality management, different approaches to education quality management, as well as the compliance of state requirements for preschool education with national standards in relation to education quality and curriculum development. requirements set in the direction of provision determine the need to study and analyze international experiences on scientific approaches to educational quality and educational quality management.

Conclusion

1. The demand of the current era makes it an urgent task to create an opportunity to receive quality education at all stages of education, by introducing mechanisms of transformation and improving the effectiveness of evaluation of educational results.
2. The reforms being carried out in our country promote the need to ensure the quality of education and form educational management based on effective democratic principles.
3. The demographic situation in our country requires a growing need for preschool education organizations and an increase in the effectiveness of education.
4. The use of the results of internal control and self-assessment in educational institutions are the main factors determining the effectiveness of education, and the openness of these processes to the public increases the level of trust in the educational institution.
5. Since external control is mainly based on the determination of quantitative indicators, it does not allow to identify existing problems and achievements, to plan to improve the quality of education. To ensure the quality of education, it is desirable to have a real quality indicator based on the comparison of the results of external evaluation with the results of internal evaluation.
6. The introduction of quality management in the preschool education organization, based on the study of the needs of consumers, provides an opportunity to comprehensively solve quality problems, taking into account the concessions of sustainable development, continuous education, and the globalization of knowledge. The quality of preschool education is a generalized measure of the effectiveness of





system organizations, which is manifested in the level of educational services that meet the needs of consumers (parents) by providing state requirements.

7. Educational quality management in preschool educational organization - designing educational quality based on social order, creating sufficient conditions for pupils, organizing a developing environment and educational process, monitoring changes, analyzing results, consist of nonconformance correction and management processes.

8. In preschool education system of developed countries, the achievements of children are not a decisive indicator in evaluating the quality of education in kindergarten, but the organization of the educational environment, social relations, equipment, security and professional potential of the staff. are the main factors that ensure the quality of clay. Also, the creativity of the head of the preschool educational organization, the ability to be innovative, the active social relations of the organization and their manifestation in the life of the children's community are also important aspects that increase the quality of education.

9. Based on the study of the general approaches to the management of the quality of education and taking into account the specific characteristics of the preschool education organization, a model of the management of the quality of education in the preschool education organization was developed. The model includes all the necessary interrelated tools and conditions, as well as nine main stages that allow scientifically based adjustments to be made to the learning process.

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