

"MECHANISMS FOR INNOVATIVE IMPROVEMENT OF THE SYSTEM OF ORGANIZATION AND MANAGEMENT OF MTT ACTIVITIES BASED ON PUBLIC PRIVATE PARTNERSHIP"

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ABSTRACT

The organization of an effective preschool education system, the introduction of effective forms and methods of education and upbringing in the educational process, and other large-scale efforts have been made over the past while with the goal of bringing the developing generation in our nation to a healthy and mature age. As the number of non-state preschool institutions grows and their service offerings broaden, the favorable conditions for the growth of public-private partnerships in the field of preschool education have formed a strong foundation. This article offers input and feedback on creative ways to organize and administer MTT operations using a public-private partnership model.

KEYWORDS: *Preschool Education, Improvement, Activity, System, Innovation, Management, Mechanism, Children.*

INTRODUCTION

The research conducted also shows the need to address concerns with attracting qualified pedagogical and administrative staff to the sector, fill preschool institutions with contemporary educational and methodological resources, and ensure that children are covered with preschool education. In order to improve the organization and management of pedagogical processes established at MTT and its essence, the most effective methods based on scientifically supported technological advancements are considered to be a system that includes all methods that are preferred by educators in their work. In this, the system itself plays a significant role in enhancing pedagogical processes, on the one hand, and the content of the actions of educators with educators, on the other hand. In this article, activities in the organization and management

of pedagogical processes based on a systematic approach in preschool educational organizations are put forward.

The process of interaction is used to organize the cooperative efforts of educators and educators in pedagogical processes, i.e., the creation of subject-subject relationships, and it is during this process that the culture of interaction is created and developed. Innovative changes to the educational environment will be intrinsically tied to the growth of a culture of interaction. Innovations are one of the most crucial and fundamental components of the culture of interaction in pedagogical processes. In innovative processes, these components are determined not only by their description and characteristics but also as the most crucial elements for enhancing pedagogical processes. This, in turn, not only determines the quality and relevance of innovations, but also determines in advance the timing of their implementation according to circumstances.

Concepts, interpersonal relationships, and interaction within the context of a specific social culture help to shape the culture of interaction as an organizing element of a general social culture. This formal manifestation can be seen at various scales, including traditionalism, level of relevance, motivation system, leadership styles, quality of the organizational environment, communications, personality management, management strategy, and professional and personal culture. The stability of the universal and national cultures of education and education in the pedagogical system, whose applicability is based on the correlation of national-historical social culture and pedagogy, as well as the emergence of favorable circumstances in the educational environment and compliance with social needs, determines the traditionalism of the MA Dani of interaction.

The effectiveness of the pedagogical process, the level of subject opportunity, and the state of the educational environment are all influenced by the educational environment's quality (educators and educators). That is, the key determinant of the interaction culture is the coordination of changing circumstances with the major components of the educational environment. New concepts that give rise to a new type of pedagogical procedures, as well as the theoretical and methodological underpinnings of those new ideas, define the characteristics of the structural framework of education. Accordingly, integrative features characterizing the means by which MTT educators influence the improvement of pedagogical processes can be divided into the following groups:

1. general principles of the organization of activities in an innovative manner;
2. the presence of ideas associated with the development and improvement of pedagogical processes;
3. organizational and methodological activities for the development of the team as a social organism and the creation of a team of educators-inventors;
4. organization and management of pedagogical processes based on the development and implementation of educational programs with a new structural structure and developed content;
5. psychological and pedagogical development of the creative abilities of the subjects of the pedagogical process;

6. taking into account the individual-psychological characteristics of the subjects when improving pedagogical processes;
7. the only educational goal is to create the cooperation of a foster child, educator and parents who are interconnected for the implementation and development of the educational goal.

In these situations, MTT educators must execute the roles of a supervisor, educator, and researcher in addition to organizing and controlling educational procedures. Because in order to achieve the outcomes desired on the basis of improving pedagogical processes, it is essential to first study and analyze the potential issues that may arise in these processes, identify the tasks and purposes that must be fulfilled in order to address them, and take into account the skills and requirements of educators who are thought of as one of the.

In the improvement of pedagogical processes, innovation can be defined as a tool that ensures the movement and activity of the subjects of the pedagogical process and creates a process of creative, qualitative changes aimed at the goal. In other words, we can say that innovation is a tool that ensures that old age alternates with innovation. Over the past period, a wide range of work has been carried out on the organization of an effective system of preschool education aimed at bringing the growing generation to a healthy and comprehensive mature age in our country, the introduction of effective forms and methods of education and training in the educational process. Favorable conditions created for the development of Public-Private Partnership in the field of preschool education have become a solid foundation for further increasing the number of non-state preschool institutions and expanding the range of services provided by them.

The research conducted also shows the need to address concerns with attracting qualified pedagogical and administrative staff to the sector, fill preschool institutions with contemporary educational and methodological resources, and ensure that children are covered with preschool education. The primary directions of the concept for the development of the Republic of Uzbekistan's preschool education system through 2030 are as follows, referring to:

1. further improvement of the regulatory framework in the field of preschool education;
2. creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children;
3. to increase the coverage of children with quality preschool education, to ensure equal access to it, to develop public-private partnership in this area;
4. introduction of innovations, advanced pedagogical and information and communication technologies into the system of preschool education;
5. improving the management system of preschool education, ensuring transparency and effectiveness of financing the activities of preschool educational institutions;
6. introduction of completely new approaches to the training, retraining, professional development, selection and development of employees of the preschool education system;
7. ensuring healthy and balanced nutrition of children, quality medical care in preschool institutions.

Preschool specialists agree that the creation and introduction of innovative ideas in the educational system is a prerequisite for the development of a modern kindergarten. The inclusion of state institutions in the daily routine of innovative organizational solutions, which are included in the daily routine of innovative organizational solutions "when money goes to a preschooler" on financing, significantly increases the authority of the Institute and determines further directions of development. The introduction of innovative technologies in the educational process is always positively perceived by preschoolers, taking into account psychophysical age characteristics, they easily change activities. In turn, the initiative pedagogical composition the need to improve the mechanisms of interaction of the parent community, kindergarten with the families of students, is also important.

In Conclusion, for the coordination of direct pedagogical and methodological activity, new, creative IT technology has assumed a leading role in preschool education in recent years. Teachers who have mastered computer literacy may provide students with a variety of options, including some that go beyond simply giving presentations and running lesson plans. Given the wide variety of home development programs available, it can be challenging for parents to find something that perfectly suits their child's developmental stage and educational requirements. It is feasible to set the ideal settings for age development activities by getting a qualified opinion. Children, create the necessary things for building effective cooperation with family representatives of family representatives, increase the authority of the teacher in the eyes of parents.

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