

EFFECTIVE MECHANISMS FOR MANAGING THE ACTIVITIES OF THE METHODOLOGICAL SERVICE IN THE PRESCHOOL EDUCATION SYSTEM

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Annotation. *The article examines the essence and significance of effective management mechanisms in the methodological service within the preschool education system. It highlights the role of the methodological service as a key structural and functional component that ensures the professional development of teachers, the introduction of innovative pedagogical technologies, and the improvement of educational quality. The study emphasizes the need to develop modern management approaches based on strategic planning, monitoring, and evaluation of the effectiveness of methodological work. Particular attention is given to creating favorable organizational and pedagogical conditions that enhance teachers' professional competence and support continuous improvement of educational processes in preschool institutions. The implementation of effective management mechanisms contributes to the modernization of the preschool education system and to achieving sustainable results in the upbringing and development of children.*

Keywords: *preschool education, methodological service, management mechanisms, professional development, educational quality, innovation, pedagogical competence.*

Introduction. The modern preschool education system is undergoing a stage of profound transformation associated with the renewal of content, technologies, and organizational forms of the educational process. One of the key directions of these changes is the improvement of the management of the methodological service,

which serves as a vital link between pedagogical theory and the practice of upbringing and educating preschool children [1, 3].

The methodological service performs an essential function - ensuring the professional growth of teaching staff, enhancing their competence, and increasing their readiness to implement innovative pedagogical approaches. Effective management of the methodological service's activities allows timely responses to changes in educational policy, the introduction of modern methods and technologies, and the development of teachers' ability to adapt to new conditions and requirements [2, 4, 5].

Under current conditions, the search for and implementation of effective mechanisms for managing methodological work in preschool educational institutions has become particularly relevant. This necessity is driven by the transition from an administrative-command model to a partnership-based interaction model, founded on analysis, planning, monitoring, and evaluation of the quality of teachers' professional activities [7, 8, 10].

Thus, the study of effective management mechanisms for the methodological service in the preschool education system represents an important area of scientific inquiry. It contributes to the formation of an integrated system of methodological support for educators, ensuring the improvement of education quality and the successful personal development of children during the preschool period [6, 9].

One of the most rapidly developing stages of the educational system of Transnistria is modern preschool education. New regulatory requirements defining the structure and conditions for implementing the general preschool education program have a direct impact on the work with teaching personnel, who are responsible for carrying out the educational and upbringing process under changing conditions [12, 13, 15].

In recent years, there has been a noticeable shortage of qualified specialists and a weak responsiveness of the traditional education system to the external

demands of society, which hinders the development of human resources capable of ensuring the modern content of the educational process and the use of appropriate educational technologies.

According to the State Educational Standard of the Republic of Uzbekistan, the priority tasks of preschool education include:

- personal development of the child;
- care for the child's emotional well-being;
- development of imagination and creative abilities;
- formation of children's ability to cooperate with others [14].

The above-mentioned tasks are directly related to the preschool period as a unique stage in personality development. The value of this stage and its lasting importance for a person's entire future life impose special responsibility on preschool teachers.

Research shows that both experienced and novice educators often lack an effective set of tools for solving pedagogical problems, possess insufficient knowledge about the age-specific characteristics of preschool children, and demonstrate a low level of professionalism in conducting individual diagnostics of a child's personality and emotional states. In addition, most teachers tend to adhere to an academic-disciplinary (authoritarian) model of interaction with children.

The difficulties identified in implementing new educational objectives in the sphere of preschool upbringing indicate that the problem of special training for preschool education staff and the development of their progressive professional competence remains highly relevant today. The shortcomings that have emerged due to changing social expectations and the shift from authoritarian to humanistic pedagogy make the process of reforming the system of training and retraining preschool educators of all categories slow and challenging.

The main mechanism driving these changes is the search for and adoption of new technologies aimed at enhancing professional competence, which contributes

to qualitative improvements in the functioning of preschool educational institutions.

In modern times, the concept of competence is actively applied and studied within the pedagogy of Uzbekistan.

An analysis of the essence of the concept professional competence allows it to be understood as the integration of knowledge, experience, and professionally significant personal qualities that reflect the educator's ability to effectively perform professional activities and achieve goals related to the child's personal development at the preschool stage. This becomes possible when the subject of professional activity reaches a certain level of professionalism.

In psychology, professionalism is defined as a high level of readiness to perform the tasks of professional activity - a qualitative characteristic of a labor subject that reflects advanced professional qualification and competence, a wide range of effective professional abilities and skills (including those based on creative solutions), and mastery of modern algorithms and methods for solving profession-oriented tasks. All of this enables the educator to carry out their work with high and stable productivity.

At the same time, researchers also distinguish personal professionalism, which is understood as a qualitative characteristic of an individual engaged in professional activity. It reflects a high level of professionally significant and personal-business qualities, creativity, an adequate level of aspiration, as well as a well-developed motivational sphere and value orientations directed toward progressive personal development.

The main requirements for the professional competence of a teacher (educator) can be formulated as follows:

- possession of sufficiently deep knowledge of the age-related and individual psychophysiological characteristics of children;
- demonstration of awareness and empathy in interactions with pupils, as well as the presence of developed mechanisms for understanding another person;

- mastery of pedagogical skills and techniques;
- possession of professionally significant personal qualities and value orientations.

In continuation, it is necessary to consider the role of the methodological service of a preschool educational institution in managing the process of improving the professional competence of preschool educators. It should be noted that the methodological service of an educational institution plays a crucial role in organizing and implementing methodological work.

According to scholars, the development of professional competence among preschool teachers is facilitated by the activities of the methodological service, which operates in interrelation with the following managerial levels and their corresponding structural components:

- planning and forecasting level - the scientific and methodological council;
- organizational and operational level - the invariant program block (subject-pedagogical cycles, methodological sections) and the variable program block (creative workshops and scientific-methodological groups);
- information and analytical level - the expert commission.

The main goal of managing methodological work in a preschool institution is to create optimal conditions for the continuous improvement of the general and pedagogical culture, as well as the professional competence of all participants in the educational process.

Methodological work with the teaching staff of a preschool educational institution can be conditionally divided into several key blocks:

- diagnostic and control block - determining the level of professional mastery and competence of the educator, as well as their ability and skills to implement educational and upbringing tasks;
- theoretical and methodological block - studying the regulatory framework, developmental psychology of children, theoretical principles and literature

concerning the peculiarities of preschool age in the context of personality formation, and pedagogical technologies;

- innovative and technological block - mastering innovative methods of comprehensive preschool education and upbringing, as well as introducing advanced pedagogical practices;
- applied creative block - transforming theoretical knowledge into practical application within the educational and upbringing process.

Thus, a modern preschool educator must not only fulfill educational and upbringing functions with children but also be actively engaged in innovative activities and possess the ability to conduct both direct communication and indirect (digital) communication through the Internet.

Consequently, the educator must continuously improve their qualifications. A deep understanding of pedagogy and psychology is an integral part of professional competence. In modern conditions, the main task of the methodological service in preschool educational institutions is to develop a comprehensive system for identifying and applying accessible yet effective methods of enhancing each teacher's pedagogical competence, as well as creating an educational environment that fully enables the realization of the creative potential of every teacher and the entire pedagogical team as a whole.

Conclusion. Effective management of the methodological service within the preschool education system is a key factor in improving the quality of the pedagogical process and ensuring the professional growth of educators. Modern approaches to organizing methodological work require a transition from traditional administrative models to a systemic, activity-based, and innovative management model grounded in cooperation, diagnostics, forecasting, and the continuous development of pedagogical mastery.

The implementation of effective management mechanisms in the methodological service contributes to the formation of teachers' motivation for self-

development, enhances their professional competence, and fosters creativity. This, in turn, promotes the modernization of preschool education content, the introduction of innovative teaching and upbringing technologies, and the creation of favorable conditions for the holistic development of the child's personality.

Thus, improving the management of the methodological service should be regarded as a strategic direction for the development of the entire preschool education system, aimed at ensuring its quality, competitiveness, and alignment with the modern demands of society.

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