



A PEDAGOGICAL MODEL FOR MANAGING METHODOLOGICAL WORK IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract

As a pressing issue, it is possible to highlight the need to improve methodological work in preschool educational institutions. Within the framework of educational objectives, particular emphasis is placed on developing methodological knowledge among educators; in terms of воспитательные (formative) objectives, the focus is on fostering moral and ethical qualities; and with regard to developmental objectives, priority is given to enhancing creativity.

Introduction

The classification of these objectives in relation to final outcomes leads to the understanding that the level of methodological work itself becomes a target indicator. Accordingly, the core idea for a preschool educator is to ensure the comprehensive and holistic preparation of children for school. This involves the selection and effective application of pedagogical tasks and methods aimed at addressing these objectives and equipping children with the necessary competencies for their future educational trajectory.

In the process component, object–subject interaction is manifested, primarily encompassing the professional activities of preschool educators. The development of the components of methodological services—such as methods and technologies, principles, structure, forms, and tools—is characterized by their focus on improving the quality of preschool education and upbringing. The implementation of modern technologies enables educators to create authorial models of teaching and learning, thereby fostering a scientific-methodological and creative environment.



In the diagnostic component, it is envisaged to monitor methodological work, assess the level of development of managerial skills among methodologists, and analyze their professional competence. Indeed, without the formation of professional competence, it is inappropriate to discuss the quality of organizing methodological work among methodologists.

In the outcome component, the primary emphasis is placed on determining the level of proficiency of methodologists in organizing methodological services within preschool educational institutions. In general, the objectives are operational in nature, allowing both methodologists and educators to engage in the processes of teaching and learning; in other words, they have the opportunity both to instruct and to learn. As a result, a “subject–subject interaction” is established between methodologists and educators.

The pedagogical model for managing methodological work in preschool educational institutions reflects this interaction. Under conditions of subject–subject interaction, the development of professional mastery and personal qualities of both methodologists and educator-practitioners is ensured.

It is advisable that methodological work be implemented in an innovative manner to enhance the professional competence of educators and to develop their theoretical and practical knowledge. In this regard, it is essential to organize goal-oriented activities aimed at improving the professional skills and competencies of pedagogical staff.

The fundamental essence of methodological services lies in ensuring the high-quality and meaningful implementation of state standards established for the education and upbringing of preschool children, improving the provision of scientific and methodological support, achieving a high level of educational process organization, and refining methodological recommendations and didactic resources based on advanced pedagogical practices.

In preschool educational institutions, the pedagogical council serves as the most important instrument for the dissemination of pedagogical experience. Within this process, collective pedagogical ideas are selected and systematized, and educational and воспитательные activities are managed in a synergistic manner. Through the pedagogical council, methodologists provide educators with psychological and pedagogical support aimed at improving the educational



process, as well as methodological guidance on studying and disseminating best practices.

When planning methodological work, it is essential to take into account the professional, personal, social, and material needs of educators. In order to ensure the comprehensive development of both learners and teachers, it is advisable to create an innovative environment and to provide motivation at both collective and individual levels.

The organization of methodological services requires the selection of effective approaches that incorporate modern strategies and management methods (administrative, social, economic, pedagogical-psychological, and research-based), diverse forms (individual, collective, group-based, training seminars, conferences, мастер-классы, exhibitions, festivals, and open days), as well as a range of tools (verbal, visual, specialized, and technical).

If methodological work in preschool educational institutions is implemented with a priority on innovative technologies, educators develop competencies in organizing the pedagogical process and applying a learner-centered approach to the comprehensive development of children. In fostering the development of the child's personality, it is appropriate for educators to support each child pedagogically, help them establish their individual identity, refine their professional practices, and adopt updated management concepts.