MANAGEMENT OF PRESCHOOL EDUCATION INSTITUTIONS

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CONTENT

PRELIMINARY

The modernization of education in Ukraine, the development of society on a humanistic and democratic basis dictates the need for new approaches to education management, requiring the head of a modern preschool educational institution to have a wide range of competencies in the implementation of various types of activities, knowledge and management skills in preschool education.

Reforming preschool education involves a radical restructuring of the management chain, its democratization, decentralization, and humanization, which require abandoning the authoritarian style of management, realizing the need to update the management functions of a modern preschool educational institution.

Improving the content, functions and operating conditions of a modern preschool education institution requires significant changes not only in the organizational and technological, but also in the psychological aspect of preschool education management. Ensuring a high level of psychological competence of management personnel is one of the essential levers for improving the management culture and optimizing the work of the institution. The head-manager must use the psychological reserves embedded in his personality in the management functions he performs. The dynamics of education development requires the ability to quickly adapt to changes, psychological education regarding the specifics of interaction with people, readiness for constant professional self-improvement.

The management of preschool education is "a specific type of intellectual activity that is implemented through a system of individual actions and influence on the object of management through scientifically based analysis, forecasting, planning, organization, control and evaluation of the quality of their functioning in order to achieve high efficiency of socially significant educational results". The specified specificity is determined by the uniqueness of the subject, products, means and content of the professional activity of the head of the preschool education institution, the diversity and unity of the performed roles: administrator, methodologist, teacher-educator, psychologist, economist, etc.

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Changes in the education system of Ukraine at the current stage require new approaches to the management of educational institutions. In particular, modern requirements for preschool education require high professional competence of all participants in the educational process and heads of preschool educational institutions in particular.

The professional competence of the head of a preschool educational institution is one of the factors influencing the adaptation of the institution to changing conditions, the possibilities and prospects of its development.

Heads of preschool educational institutions feel the need for knowledge on the problems of management, in particular, the development of a strategy for effective management of a preschool educational institution, the selection of a priority leadership style and the creation of a favorable psychological microclimate in the team, marketing of educational services, organization of control, cooperation with public sponsoring organizations, staff motivation.

The urgent need for professionally trained specialists was caused by the social processes taking place in our country. The humanization and democratization of society require the development of pedagogical skill and creativity of the heads of preschool educational institutions, increase the requirements for managerial culture, professionalism and competence level.

The analysis of scientific works and normative sources, the practice of assessing the state of formation of the management culture of the heads of preschool educational institutions show that it does not sufficiently meet modern requirements. Most heads of preschool educational institutions do not focus on identifying their own level of formation of management culture and its development.

1. ORGANIZATIONAL AND LEGAL FOUNDATIONS OF PRESCHOOL INSTITUTIONS EDUCATION MANAGEMENT

1.1. Preschool education institution as an object of management activity

Strategic management of the implementation of the mission and goals of the preschool education institution is designed to ensure the use of the existing potential. Its object is the educational process and other systems that provide it: logistical, personnel, financial, etc. The management is designed to increase the potential opportunities of the preschool education institution due to the adoption of certain innovations. In view of the above, the management of the implementation of the mission of the preschool education institution should be considered a part of the activity of the manager, during which the means of analysis, planning, organization, control and regulation of all processes ensure the purposefulness and coherence of the activities of the staff of the educational institution in order to increase the potential and, as a result, obtain qualitatively new results of educational activity. The development strategy of a preschool education institution is a large-scale forecast regarding the implementation of the mission (purpose) of the organization and the achievement of goals. The main components of strategic management should include: awareness of organizational strategies (choosing a goal, uniting the collective of a preschool education institution to achieve a jointly chosen goal), adaptation to the external environment (taking into account the requirements of regulatory and legal documents on organization and planning work on national education, the formation of pupils national consciousness), internal coordination of activities and efforts (cooperation with parents, public organizations, for example, libraries, museums, etc.).

Thus, it becomes clear that the management of the process of realizing the mission and goals of the preschool education institution is, firstly, directly related to the real process of educators' activities; secondly, due to the need to organize this activity in accordance with the chosen mission; thirdly, it is determined by the goal of the manager's activity in general, his functional duties.

The theory of preschool education system management developed dynamically during the last decade: the theory of management of public transport was developed, management functions are highlighted, the significance of these functions is revealed, and considered issues of planning and organization of activities of the head of the preschool education institution, the conditions of preschool education development and the quality of work of preschool education in modern conditions were identified (K. Belaya, A. Bondarenko, K.Krutiy, O.Kuznetsova, T. Morozova, S. Pekhareva, L. Pisotska, L. Pozdniak, L. Pokroeva, T. Ponomarenko, O. Safonova, R. Chumichova, O. Yanko, etc.).

Analysis of psychological and pedagogical research on this issue allows us to determine the essence of management activity as in the general system of preschool education (here preschool education management is considered as a purposeful activity for everyone hierarchical links of management, which ensures the establishment, preservation, stabilization of functioning and development of preschool education in various forms of its children of preschool age coverage), as well as within the limits of modern educational institutions – both internal management of a preschool educational institution, all types of self-government at the level of competence of each management entity), as well as trace ways of its optimization in order to develop the educational system.

The issue of preschool education management was reflected in works of S. Yezopov, G. Zakorchennaya, G. Ksyondzova, O. Safonova, L. Falyushina, R.Shapoval, O. Yanko and others. Yes, H. Zakorchenna defines pedagogical management in preschool education as a specific type intellectual activity realized through the system of individual actions and impact on the object of management through scientifically based analysis, forecasting, planning, organization, control and evaluation of their quality functioning in order to achieve high social efficiency significant educational results. The research is justified specifics and regularities of pedagogical management of a preschool institution education and emphasized the originality of the subject, products, means and content of its manager's professional activity as the main subject of pedagogical system management. Yes, depending on the

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dominance of either feature management activity, the head as a manager of preschool education appears in the unity of the main status roles: diagnostician, ideologist, innovator, programmer, methodologist, administrator, teacher-educator, psychologist, inspector, researcher, economist, entrepreneur.

Necessity in modernization of the education system makes a task of improving the quality of work of preschool institutions education. Successful completion its tasks by educational institution aimed at achieving the quality of the educational process, today directly depends on efficiency of interaction of all its participants, first of all, of administration and teaching staff.

Defining the teaching staff of an educational institution as an organized part of the institution's labor team, included in the process of implementing the pedagogical functions performed by it and represented by teachers, social pedagogues and psychologists, special educators, speech therapists, other pedagogical specialists, as well as the administration of the educational institution itself, it should be noted that the specifics of the functioning of the educational system causes the need to combine both traditional for general management approaches to personnel management, and special ones, which, first of all, are explained by the pedagogical functions implemented by the preschool education institution.

Since the staff of a preschool education institution is mainly pedagogical, and the characteristics and behavior of its members are influenced by this specific activity (teaching, educating, setting an ideal example of one's own behavior, etc.), it seems quite natural to consider the pedagogical conditions of personnel management of a preschool education institution, under which we understand the circumstances that determine success management activities, which are determined by the specifics of the functioning of the preschool education institution and pedagogical functions implemented within its framework.

The theoretical principles of management of educational institutions are laid out in the works of the national scientists V. Bondar, L. Danylenko, M. Darmanskyi, H. Yelnikova, V. Oliynyk.

Theory and practice of managerial activity, information and analytical support of management of educational systems and ways of introducing management principles into this process are revealed in the studies of Yu. Konarzhevskyi, M. Potashnik, N. Kuzmina, T. Shamova, and others.

The problem of managing preschool educational institutions in its various aspects was covered by L.Artemova, K.Krutiy, N. Lysenko, M.Marusynets, T.Makhinia, N.Platokhina, L.Pokroeva, I.Ulyukaeva, T.Filimonova, R. Chumichova and others.

At the same time, there are still many unresolved issues that require further research, among them the issues of effective management of preschool educational institutions remain relevant.

Education and upbringing as a subject of the pedagogical process always have a purposeful nature and their management accordingly, too, since management is impossible without a specific target setting.

Therefore, the first and most important principle of management in the education system is the principle specific goal setting as the basis of planning, organization and control, i.e. the basis of the content of all activities of a manager, a specialist in the field of system management at any level.

The principle of purposefulness of management reflects the requirement to set goals taking them into account optimality and reality, social significance and perspective. Not specified formulated goal of management in education in the form of excessive complication or simplification process is already at the initial stage a disorganizing and disorienting factor, and a complicated goal is also unrealistic to achieve. Perspective and social the significance of the goal is reflected by the continuous nature of progressive progress and development of educational institution as a complex social organism.

An important concept of the theory and management practices in education are concepts of functions that reflect the main content of management activity. A function is a special type of management actions on an object of management or special types

of actions of the subject of management with information. Information necessary for management is a subject and at the same time a product of management activity.

Based on management theory, the following functions of management in education can be distinguished:

1. The decision-making function, which is implemented in the form of orders, recommendations, council decisions, orders, plans, educational standards.

2. The function of organizing the implementation of decisions, which includes proof of accepted (for example, educational standard) to the performer, educational institution; material and technical support for the implementation of this decision, as well as the coordination of this decision with the attitudes and needs of the executor.

3. The function of preliminary, current and final control, as well as coordination of the activities of executors based on the information obtained during this control, accounting of activity results, analysis and evaluation of its effectiveness based on the results.

In a complex, these functions reflect the course and sequence of certain management actions, their completed cycle. Each management action begins with a decision or planning, and ends with final control with performance analysis and effectiveness of the implementation of this management decision.

The development of the scientific foundations of management in education actualizes the question of management methods, which act as ways of achieving set goals.

The first group of methods are economic, or methods of economic stimulation, which must be implemented by implementing an important principle: "From each for abilities, to each according to work", which is still difficult to achieve in practice. In moderation improvement of our society, obviously, economic methods will also change stimulation of teaching staff.

It is necessary that these methods correspond to the quantity and quality of work due to the fact that teaching experience is not an absolute indicator of the possible effectiveness of pedagogical activity.

Research in this direction makes it possible to introduce fees for categories, ranks and implemented pedagogical innovations.

The second group of education management methods includes organizational and administrative, or administrative methods. They are implemented by regulating executors' activities, its regulation, instruction of executors in the form of instructions, orders, orders, demands. With the help of these methods, the selection, placement and education of personnel are carried out, job instructions are developed and implemented.

Administrative methods are important and necessary, but managing only with their help is currently irrational and ineffective.

The use of these methods greatly contributes to the formation of an authoritarian style management, and not the development of creative abilities of members of the teaching staff.

When using the third group – methods of social and psychological influence, which implemented in the form of advice, request, wish, demanding and correct order, encouragement and gratitude, the formation of a democratic style is possible management. These methods are used to plan social development team, a favorable psychological climate is established in it, creative activity and initiative of all employees of the educational institution are increased, group self-awareness and a sense of collective responsibility are formed, positive, socially significant models of labor activity are studied and mastered. These methods rely on the use of various forms of collective and individual moral incentives, take into account the individual psychological characteristics of team members. The fourth group includes methods of public influence, which are implemented through broad involvement of employees in management, development of democratic ones in it beginnings with the help of a broad discussion of the main problems and their overcoming, covering team members with methodical training, development of healthy competition in the team.

The use of these methods to a large extent serves the cause of the formation of conscientious attitude to work, sense of duty and responsibility for assigned work, education of an economical and careful attitude to various types of property, development of teachers and pupils' social activity. These methods greatly contribute

to the growth of the priority of the person and his interests, ensuring the personal freedom of each teacher and pupil.

Each management action is the result of a specific management decision made by a manager of a certain level. In addition, the management decision must be satisfactory a number of requirements.

First, to have a target orientation, to fully meet the purpose of management in education.

Secondly, to be justified and have a specific address: it should be known who will implement it and be responsible for effective implementation.

Thirdly, the decision must be valid and based on a legal basis. The adopted decision should also be uncontroversial and reflect unity and consistency with the general system of management decisions being made.

Fourthly, the decision must meet the condition of the concreteness of the time of its implementation and provide for the criteria of the effectiveness of the implementation, taking into account the optimality of the forces spent, means and time.

Fifthly, the decision must meet the condition of relevance and modernity, be complete, short, clearly stated.

From all that has been said, we can draw a conclusion – in general, the successful achievement of management goals and objectives by the head of an educational institution depends on a number of certain factors subjective and objective circumstances, which can be conditionally divided into three groups:

1) the factor of the manager's personality, the most important components of which are: the degree of his preparation and professionalism, target attitudes and value orientations and needs;

2) moral and psychological climate in the team: style of mutual relations, degree of interest of team members in communication;

3) material and technical support, hygienic and aesthetic conditions in which the activity is provided.

In the open pedagogical system, team cooperation is built on the basis of collegial forms of management. At the first level, the main role is played by the board

of the educational institution, which decides the most important issues of life. At other levels of the management structure, small councils, committees, associations, groups, and temporary creative teams are formed.

The problems of preschool education institution management are shown in table 1.

Table 1.

The problems of preschool education institution management

№	Features caused by social transformations	Problems in the management of preschool education institutions that arose under the influence of social transformations
1	Democratization of social relations	Democratization of education management: openness and transparency of management decisions; reduction of administrative pressure on the activities of preschool education institutions; the need to ensure free choice of pedagogics employees of forms, methods, and means for the implementation of the educational program.
2	Access to educational services for children with special needs	Creation of conditions for children with special needs: provision of specially trained teaching staff; availability of all necessary facilities for children with special needs; taking into account the needs of children with special needs when developing educational programs.
3	Personnel situation in preschool education institutions	Insufficient number of personnel: caused by the lack of selection of motivated applicants; the low prestige of the profession, caused, first of all, by the low level of remuneration

4	Building civil society	Transition to state-public management of education: involvement of the public in discussion and management decision-making; the need to shift the emphasis of management to the substantive component rather than the organizational one.
5	Emergence of new approaches to quality assessment at different levels of education	There are inconsistencies in regulatory documents regarding the child's readiness for school; the main criteria for evaluating the effectiveness of preschool education should be indicators of the child's personal growth.

For the successful management of preschool educational institutions in the provision of educational services and the achievement of quality in their implementation, special importance is attached to the competence approach. This approach improves the quality of the process and conditions of preschool education, improves the process of interaction between teachers, children and parents; optimization of the results of educational work, the system of relations between the components of the educational process, taking into account all their positive and corrective negative aspects, since they are interconnected (H.Yelnikova, V. Kremen, O. Lyashenko, L. Horuzha). This, accordingly, requires updating the strategy of managing the educational process, in which the emphasis is shifted to the individual as a subject of educational activity, which leads to an increase in the effectiveness of the pedagogical process on the basis of personal and practice-oriented content, the readiness of the pedagogical staff for self-education activity in conditions of change, assertiveness in making pedagogical and managerial decisions, criticality and creativity.

1.2. Management bodies of the national system of preschool education

Currently, at the stage of socio-economic transformations in Ukraine, significant changes are taking place in various sectors. Innovative processes that take place in the field of education and science are an important measure of adaptation of the educational and scientific process to the modern socio-economic conditions of the country.

The newest stage of state formation in Ukraine puts the creation of a system of effective state management of preschool education as a primary issue. The need to create such a system is determined by a number of reasons:

- firstly, the processes of globalization, the transition to the information society,

- secondly, approval of sustainable development priorities that require an accelerated solution to education problems; secondly, the discrepancy in Ukraine between the declaration of the priority of the development of education and science and specific actions regarding its provision;

- thirdly, the lack of an effective general concept of the state educational policy, a medium- and long-term strategy for the development of education, which leads to the management of preschool education not in the mode of development, but in the mode of functioning, which preserves the existing situation.

The legislation of Ukraine defines that preschool education is a primary part of the general education system in the state. In particular, in the Law of Ukraine "On preschool education", the latter is defined as one of the first links of a child's cultural and social development. It was established that at the state level, the realization of the right of every child of preschool age to the availability and free of charge of such education should be ensured.

Also, the Law of Ukraine "On Preschool Education" (Article 18) specifies the main tasks of the management bodies of the preschool education system in Ukraine, where one of the main ones we single out is the implementation of control over the implementation of tasks of preschool education and compliance with the requirements of the Basic component of preschool education, educational and methodological

management and state inspection of preschool education institutions regardless of subordination, types and forms of ownership, as well as forecasting, ensuring the development of preschool education and the network of preschool education institutions regardless of types and forms of ownership in accordance with the population's educational needs.

The management system of the preschool education institution is determined by the Law of Ukraine "On Education" and the founding documents.

Law of Ukraine "On Preschool Education"

Article 18. Main tasks of preschool education system's management bodies

The main tasks of the management bodies of the preschool system of education are:

- creation of conditions for children to receive preschool education;

- forecasting, ensuring the development of preschool education and networks of preschool educational institutions regardless of types and forms property in accordance with the educational needs of the population;

- licensing of private preschool educational institutions, legal entities and individuals for the right to provide educational services in the field of preschool education;

- state certification of preschool educational institutions, evidence results of licensing and certification to the public through mass media;

- social protection, protection of life, health and protection of participants' rights in the educational process in preschool education establishments;

- implementation of control over the performance of preschool education tasks and compliance with the requirements of the Basic component of preschool education, educational and methodical guidance and state inspection in preschool educational institutions regardless of subordination, types and forms of ownership;

organization of scientific and methodical support for preschool education, implementation in practice of achievements of science, advanced experience, the newest pedagogical technologies;

- keeping records of preschool children;

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- conducting experimental and innovative activities;

- implementation of international cooperation in the preschool system education;

- provision of the preschool education system by managers and teaching staff, assistance in their training, promotion qualification and attestation.

Article 19. Powers of executive bodies' authorities and local self-government bodies in the preschool education system

Specially authorized central executive body authorities in the field of education and science:

- implements state policy in the field of preschool education;

- carries out regulatory and legal actions within the limits of its authority regulation of relations in the preschool education system;

- develops and approves state financial regulations, material provision of children and preschool educational institutions' material and technical equipping;

- determines the prospects and priority areas of system development preschool education;

- develops, implements and monitors compliance with the requirements of Basic component of preschool education;

- supervises the activities of educational and educational management bodies' institutions of the preschool education system;

- organizes regulatory, scientific, program-methodical, personnel and information provision of preschool education;

- determines the procedure for certification of teaching staff of the system preschool education;

- makes decisions regarding the organization of innovative activities in system of preschool education, coordinates and controls its implementation;

- approves typical lists of mandatory educational and didactic and other equipment, including corrective, program-methodical and educational-visual manuals, fiction;

- performs international in accordance with the procedure established by law cooperation in the preschool education system.

Acts of the specially authorized central executive body authorities in the field of education and science, adopted within the limits of his powers, are mandatory for other central bodies of executive power, which subordinate preschool educational institutions, regional, Kyiv city state administration, district state administrations and administrative bodies subordinate to them, in the sphere of management of which preschool educational institutions are located, local self-government bodies, preschool educational institutions regardless of subordination, types and forms of ownership.

Specially authorized central body of executive power in branches of education and science, other central bodies of executive power, to which preschool educational institutions are subordinated, are carried out by others the powers provided for by the laws of Ukraine and their regulations.

Article 20. Management and public self-government of a preschool educational institution

1. Management of the preschool educational institution is carried out its director (head).

2. Collegiate permanent preschool management body the educational institution is the pedagogical council. Pedagogical council is created in all preschool educational institutions regardless of subordination, types and forms of ownership, if any, no less three teaching staff.

The number of members of the preschool educational institution's pedagogical council includes the director (head), deputy directors (heads) for educational and upbringing work, methodist educators, senior educators, teachers (of all specialties), special education teachers, speech therapists, practical psychologists, social pedagogues, labor instructors, physical education instructors, auditory room instructors, music directors, leaders of circles, studios, sections, other forms of group work, medical workers, other specialists. The Pedagogical Council of a preschool educational institution may include heads of parents committees, individuals who provide educational services in the field of preschool education with a license.

The representatives of public organizations, teaching staff of general educational institutions, parents or persons who are their replace may be invited to the meeting of

the pedagogical council Persons invited to the meeting of the pedagogical council have right of advisory vote.

The head of the pedagogical council of the preschool educational institution is its director (head). The Pedagogical Council chooses the secretary from its own staff for the academic year. Pedagogical council of a preschool educational institution:

- assesses the effectiveness of the implementation of the State Basic Program and the course of quality implementation of development, education and training programs for children in each age group;

- considers the issue of improving the organization of educational process in a preschool educational institution;

- determines the work plan of the preschool educational institution and teaching load of teaching staff;

- approves measures to improve children's health;

- discusses the issue of improving employees' pedagogical qualifications, development of their creative initiative, implementation of the educational process of pedagogical experience's scientific and advanced achievements;

- analyzes the implementation of experimental and innovative activities in a preschool educational institution;

- determines the ways of cooperation of the preschool educational institution with family;

- considers the issue of a preschool educational institution employees' moral and material encouragement;

- listens to the reports of passing certification by a teaching staff;

- approves the plan for the teaching staff's improvement of pedagogical (professional) skills;

- considers other issues determined by the Regulation on preschool education institutions.

3. The public self-government body of the preschool educational institution has a general meeting (conference) of the team preschool educational institution and parents or persons who are their replace.

The general meeting (conference) listens to reports of the preschool educational institution manager on matters of statutory activity and give an assessment of his professional and pedagogical activity, consider issues of educational, methodological, economic and financial and economic activities of preschool education institution.

The following may operate in a preschool education institution:

• self-governing bodies of educational institution employees;

• parental self-government bodies;

• other bodies of public self-government of participants in the educational process.

The highest collegial body of public self-government of a preschool education institution is the general meeting (conference) of the preschool education institution staff.

The general meeting (conference) listens to the reports of the preschool education institution head on matters of statutory activity and gives an assessment of his professional and pedagogical activity, considers the preschool education institution's educational, methodological, economic and financial activities.

Article 21. State control over the activities of preschool children educational institutions

1. State control over preschool educational activities institutions regardless of subordination, types and form of ownership is carried out in order to ensure the implementation of a single state policies in the field of preschool education.

2. State control over preschool educational institutions' activities regardless of subordination, types and form of ownership are carried out by a specially authorized central executive body authorities in the field of education and science, other central executive bodies the authorities to which preschool educational institutions are subordinated, specially the authorized body of the executive power in matters of inspection educational institutions under the specially authorized central bodies of executive power in the field of education and science, Council of Ministers, regional, Kyiv city state administration, district state administrations and management bodies

subordinate to them, in the sphere of their management there are preschool educational institutions, local authorities municipality.

3. The main form of state control over preschool educational institutions' activity regardless of subordination, there is a state certification of types and forms of ownership, which is not carried out less often once every ten years in the manner established by a specially authorized central body of executive power in fields of education and science. Results of state certification of preschool educational institution are made public.

Article 24. Planning of preschool educational institution's work

1. The activity of a preschool educational institution is regulated by the work plan, which is drawn up, as a rule, for the academic year and recovery period.

2. State and communal preschool work plan of the educational institution is approved by the preschool educational institution head and agrees with the relevant authority management of education.

3. A private preschool educational institution's working plan of is approved by the founder (owner) of the preschool institution and agrees with the relevant education management body.

After analyzing scientific sources, we established that the functioning of the state management system involved the interaction of all its subsystems and elements, the most important of which is the personality of the child. That's why the effectiveness of the state administration system's functioning and its essence of this system is revealed through its functions, which define the scope of its activity content, types, purpose and role.

Summarizing the above, we note that the current stage of changes in the field of preschool education needs a perfect state management system, which is a complex and multifaceted process that involves the interaction of all its subsystems and elements.

1.3. Internal and external control of a preschool education institution's activities

Control is an important function of management. The manager must be able to predict the ways of development of the preschool institution, set goals for the future. This is possible only with prompt obtaining and analysis of information about the socio-pedagogical and demographic situation in the neighborhood; to the work of preschool staff.

Monitoring and analytical activities at the preschool are carried out in accordance with the Laws of Ukraine "On Education", "On Preschool Education", the Regulation on the Preschool Educational Institution, approved by the Resolution of the Cabinet of Ministers of Ukraine dated 12.03.2003 № 305, its own statute, the Development Concept of the preschool education institution, other normative legal acts.

Control and analytical activities in the institution are carried out by the manager and a method educator under the constant psychological support of a practical psychologist.

The purpose of control and analytical activity is to ensure the quality of the educational process and to provide each teacher with specific help, to improve the pedagogical process in all groups. The administration achieves this goal thanks to:

• studying the state of the educational process and evaluating its results, developing recommendations for the development and self-development of the personality of the teacher and the child based on their natural abilities;

• identification of factors and conditions that positively and negatively affect the educational process in the preschool education institution;

• delegating responsibility to teachers who achieve consistently high results, promoting their transition to self-control.

Such scientists as V. Averyanov, O. Andriyko, L. Kabanina, V. Kremen, O. Marmaza, M. Nabok, A. Panchenko, V. Slastyonin, O. Sushinskyi paid attention to the problem of control efficiency and improvement of control conditions.

N. Toltolutskyi, T. Shamova, O. Yanko and others. A. Gladyshev, Ya. Kleiner, O. Fedorchaka, L. Yuzko and other scientists carried out a thorough study of the control mechanism as a state management strategy in their works.

Nowadays, in the management of a preschool education institution, the issue of conducting a perfect system of controlling actions aimed at the activity of a preschool institution is becoming more and more relevant.

To control means to analyze the quality state of the object, the final result of the activity. For employees of preschool education institutions, the problem of managing the quality of education, ensuring a person-oriented approach to the educational process in preschool education institution is of particular importance.

Control is a necessary and unbiased function of management; the quality and development indicator of a preschool education institution depends on its effectiveness.

It should be noted that in the encyclopedia of education, V. Kremen notes that control over the activities of educational institutions will be effective only when the authorized education management body clearly defines the specifics of the work of the management object, selects the main information for making a management decision, outlines the mechanisms for implementing this decision and correction of deviant events.

To ensure the effectiveness of control, its functions are evenly distributed among different levels of management: heads of preschool education institutions exercise control over pedagogical workers; inspectors of district (city) departments of education audit heads and methodologists of educational institutions; inspectors of regional departments of education check the work of district (city) departments of education; inspectors of the Ministry of Education investigate the activities of regional departments on a certain problem.

The organization of control over the preschool education institutions' activities is clearly defined by legislative documents, which prescribe the tasks and specifics of the activity. In our opinion, such a clear list of tasks, responsibilities and persons who carry out this activity guarantees effective control, which, in turn, ensures harmonious development, upbringing and safety for children.

According to scientist J. Kleiner, the control mechanism can include more than ten "elements" – these are goals, management process, system of management and management relations, personnel, resources, methods, principles, laws and regularities, criteria, social and legal norms, methods of determination goals, bodies and content of management.

Instead, the scientist A. Gladyshev notes that the control mechanism is a systemic process of organizing control actions, where control methods and principles must interact, which ensure the effectiveness of meeting management goals.

According to researcher O. Fedorchak, the mechanism of state control in the system of preschool education should include elements that will ensure its effective implementation, namely:

- motivation (social, economic and team incentives used by the authorities to encourage the effective work of inspectors during the inspection of the preschool education institution);

- organization (goals, tasks, methods, principles, types of control);

- compliance with legal norms when organizing inspections of preschool education institutions.

Our analysis of literary sources confirms that the control mechanism is a set of consecutive actions carried out by education management bodies to carry out effective state control over the activities of preschool education institutions in Ukraine. In the context of the above, it should be noted that before determining the mechanism of effective control over the activities of preschool education institutions, the goals of such a system should first be considered:

- professional requirements (the commission that conducts control actions must fully comply with the principles of conducting an inspection of the activities of the preschool education institutions, the principles of decency, objectivity, confidentiality and professional conduct);

- skills and competence (the personnel conducting the inspection of the preschool education institution must be competent in various issues of the field of preschool education and possess the skills necessary for work during the inspection);

- skills and competence (the personnel conducting the inspection of the preschool education institution must be competent in various issues of the field of preschool education and possess the skills necessary for work during the inspection);

- assignment of work (supervisory actions must be carried out by persons with work experience, and the distribution of authority between them for each type of work must have clear criteria for selecting people for each type of work);

- consulting (if necessary, the representative of the education management body must necessarily consult with a more experienced specialist);

- monitoring (systematic monitoring of the activity of the preschool education institution for the purpose of correct and timely assessment of its work).

The review and study of informative sources carried out in the course of the study made it possible to justify the mechanism of effective control over the activities of the preschool education institution:

- drawing up an inspection plan (a year before the inspection), which is approved by an appropriate order;

- bringing to the notice of the approved action plan of the commission to the staff and parents of the preschool education institution (a year before the inspection);

- creation of a commission, which includes employees of the local education management body, teachers from other preschool institutions, representatives of public organizations, trade unions;

- a commission meeting, during which responsibilities are distributed among commission members and a work program is drawn up;

- approval of the work program by the head of the education management body;

- familiarization of the head of the preschool education institution with the approved work program;

- direct inspection of the activities of the preschool education institution in accordance with the work program;

- a meeting of the commission, at which the conclusions of the conducted inspection are announced and a general conclusion of the work carried out is drawn up;

- objection, wish of the head of the preschool education institution, which also takes place at the meeting;

- reasoned conclusion of the commission, which is drawn up in the form of an order;

- familiarization with the decision of the committee of the head, teaching staff and parents of the preschool education institution.

Thus, the commission that inspects the activities of the preschool education institution draws attention to:

- business documentation;

- conditions in which preschool children are educated and brought up;

- state of children's development;

- effectiveness of work organization for creative and professional development of educators;

- the condition of the premises located on the territory of the preschool education institution;

- organization of a developmental educational environment;

- organization of children's meals;

- effectiveness of internal control.

Summarizing the above, it is appropriate to emphasize that the mechanism of state control includes processes, procedures, technologies, interactions that take place during the inspection of a preschool education institution and is expressed in two types: an external mechanism (a system to which lower system bodies are subordinate) and internal (monitoring; public survey, etc.).

Control over the functioning and development of the preschool education institution can be conditionally considered in the form of external and internal control (table 2).

Table 2.

Control of the functioning and development of the preschool education institution

External control			Internal control	
Marketing research of the microdistrict	Social and educational protection of children who do not attend kindergarten	Sociological research of families of the microdistrict	Content control	Types of control over the educational process

External control includes a marketing study of the microdistrict (location of social and cultural facilities; social status of families with preschool children, needs and requests of parents in the types and quality of educational services; social and educational system of protection of children who do not attend preschool institutions, etc.). The implementation of external control over social processes allows to adjust the activity of the collective in accordance with the situation, to forecast the development of the educational institution, providing it with a stable position in the market of educational services.

The main purpose of external control is to ensure the social protection of each child and ensure that he receives the minimum conditions necessary for normal development.

Internal control includes:

• control of the content of various aspects of the activity of the preschool education institution: organizational-pedagogical, educational, social-psychological, medical-social, financial-economic and other types of activity;

• control of the educational process.

The main goal of monitoring the state of educational work consists in improving the pedagogical process in all age groups and providing specific help to each educator. The following requirements apply to the control in a preschool institution:

• it is important for the director not just to control the state of affairs, but to create a single system of control of all directions of educational work of the preschool education institution;

• control must be planned: carefully outline the tasks, considering the work of education as a whole;

• in the process of control, it is not important to ascertain the fact, but to identify the causes that cause deficiencies, to develop effective measures to eliminate them;

• control will be effective if it is carried out on time;

• it is necessary to reveal and analyze the circumstances that led to the shortcomings of educational work with children, to evaluate the entire pedagogical activity of the team, and not to be limited to individual negative facts;

• after the control, there should be a public summary of the results;

• control should reveal the merits and pedagogical effectiveness of the work of preschool educators and the work of the team.

Internal control includes:

• control over the content of various aspects of the activity of the preschool education institution: organizational-pedagogical, educational, social-psychological, medical-social, financial-economic, etc.;

• control over the educational process.

Control must be regular, systematic, effective, and public. At the same time, the following conditions of the control organization should be observed.

The condition of generalization provides for the definition of the main, cardinal directions of activity of the controlled subsystem, which are subject to control in the first place.

The integration condition provides for the unification of the efforts of pedagogical and parent teams in the implementation of internal control, subject to the priority right of the head of the educational institution to coordinate this control.

The condition of humanization of the entire system of relations in the collective requires in the process of control the establishment of mutual understanding and cooperation between the subject and the object.

The condition of individualization means the need to necessarily take into account the uniqueness of each creative individual in order to create opportunities for the self-expression of this individual in the course of activity.

The condition of differentiation involves the interrelationship of the level of control over the results of the work of the entire teaching team and its separate groups, which differ in the level of professional qualifications. Under the conditions of democratization of the educational institutions' management, the implementation of this provision should facilitate the transition of teachers who achieve consistently high results to a higher form of control – self-control, that is, work on trust.

The following requirements are put forward for control in a preschool institution:

• one should not just control the state of affairs, but create a unified system of control over all areas of preschool education institution's activity;

• control must be planned;

• in the control process, it is not important to ascertain the fact, but to identify the factors that cause deficiencies; development of effective measures aimed at their elimination;

• control will be effective only if it is carried out taking into account the requirements of modernity and the recommendations issued based on its results will be implemented;

• it is necessary to provide assistance in the implementation of recommendations to those to whom they were provided based on the results of the control;

• control and its results should be brought to the teachers' attention;

• control should be aimed not only at identifying shortcomings, but also at finding new, interesting things that give high and stable results.

The main functional tasks of internal control are:

1. Collection and processing of information about:

• effectiveness of implementation of the Development Program and target programs;

• effectiveness of implementation of educational programs;

• the state of the subject-development environment;

• professional level of teachers.

2. Establishing feedback in the implementation of all management decisions.

3. Ensuring a closed management cycle.

Principles of internal control:

1. Regularity.

2. Objectivity.

3. Theoretical validity.

4. Methodical preparation.

Objects of internal control over activity components:

• Educational, educational and recreational processes.

• Methodical work.

• Innovative activity.

The state of the psychological microclimate at all levels (child - child, child - teacher, child – parent (s), teacher - parent (s), teacher - teacher, etc.).

Creation of conditions for full-fledged educational, upbringing and health-improving processes.

Forms of control (by coverage of control objects):

• frontal;

• thematic;

• operative;

• personal;

• comparative.

Forms of control (by sequence and periodicity):

• previous;

• current;

• intermediate;

• final;

• episodic;

• periodic.

FRONTAL (COMPLEX) CONTROL

Frontal control is carried out with the aim of a simultaneous comprehensive inspection of the object of management (methodical work in the preschool education institution; organization of educational and upbringing work; experimental work; work of methodical associations). It is necessary for general familiarization (for a short period) with the professional level of work of the entire team of teachers or part of it. Frontal control helps the Methodist educator to find out at what professional level each member of the team begins the school year. It is held no more than twice or three times a year, at any time of the year. It lasts from three or five to ten days.

In the process of frontal control, they study:

• regulatory and legal documents of the group;

• documentation;

• equipping the pedagogical process;

• educational work with children;

• children's works;

• work with parents;

• improvement of pedagogical qualifications;

• other aspects of pedagogical activity.

Frontal inspection is time-consuming, but gives a significant effect. It is possible to obtain comprehensive information for deep pedagogical analysis. A frontal inspection can be effective only if it is carefully prepared and pre-designed for its implementation.

The results of the frontal (complex) control are discussed at meetings, meetings with the head, and meetings of the Council of the preschool education institution.

During the organization of frontal control, it is necessary to create a commission that provides assistance under appropriate control.

THEMATIC CONTROL

Thematic control helps to collect the most complete information, and therefore, to adjust the work of the teaching team or an individual educator in a timely manner.

The topic of studying the state of the educational process is planned in an annual plan.

In order for the thematic control to be effective, it is necessary to carry out preparatory work in several stages.

Stage I. Setting the goals of thematic control

It is necessary to clearly imagine and clearly formulate what results should be obtained as a result of the thematic control. These results may be related to:

• improvement of the educational process;

• the growth of teachers' professional skills;

• creating conditions for developing the experience of the best educators;

• strengthening ties with parents, etc.

Stage II. Compilation of a thematic control plan taking into account the specifics of the preschool education institution and the results of work on the selected topic in previous years

It is best to take a specific section of the preschool education institution program and highlight in it the common things that are most important for all age groups. Special attention should be paid to how the section of the program becomes more complicated depending on the age of the children; select and study all relevant methodical recommendations, instructions, orders on the topic.

Regardless of the topic, the thematic control plan is drawn up, it always allocates 5 blocks.

1. Identifying the level of children's knowledge, abilities, skills, upbringing.

2. Assessment of the teachers' professional skills. Effectiveness of methods and techniques of working with children. Forms of organization of a children's team. System of professional growth of the teacher.

3. The level of planning of regime moments, systematicity and sequence. Correspondence to the age characteristics of the children and the educational program under which the institution operates.

4. Assessment of the subject-development environment, conditions for organizing the pedagogical process in the specified direction, availability of various manuals.

5. Interaction with parents on issues of child development. The use of various forms of pedagogical education of parents. Assessment of the teacher's work effectiveness by parents.

Stage III. Preparation for thematic control

It involves the compilation of questionnaires, the selection of diagnostic methods, the compilation of schemes for recording the conduct and results of control. It is expedient for the method educator to analyze the entries in the business diary of the analysis of the educational process (what shortcomings have already been noticed, what was proposed to be corrected, eliminated, changed, whether it was carried out, how well).

Stage IV. Distribution of responsibilities, issues to be studied, determination of deadlines for work

In addition to the supervisor and methodical educator for educational and methodical work, other employees also participate in the thematic control: a psychologist, a music director, a doctor, a nurse, a physical education instructor, and the most experienced educators.

The task of the methodist educator is to set a specific task for each participant, to explain in detail the procedure for its implementation.

The results of the thematic control are summed up in the form of an analytical report and heard at the pedagogical council.

In the structure and content of the certificate based on the results of the thematic and complex inspection, the following are stated:

• date and place of its compilation;

• the document on the basis of which the inspection was carried out;

• for what purpose the control was carried out;

• in which period the inspection took place;

• surnames, initials and positions of commission members;

• teachers who were subject to control, from which groups they belong;

• sources of obtaining information;

• analytical information on the results of the inspection, including detected violations, their nature;

• conclusions and proposals based on real material confirmed by quantitative indicators.

At the end of the certificate, recommendations or proposals are given regarding the identified violations, deadlines are set for their elimination, and responsible persons are appointed for the elimination of comments.

The certificate is signed by members of the commission and pedagogical workers who were subject to control, certifying that they have read the final document, or draw up an act of refusal to sign.

Before the start of the thematic inspection, the head of the preschool education institution issues an order to conduct the thematic inspection, in which he specifies the topic, the terms of the inspection, and approves the task plan.

The assignment plan must be presented to educators two weeks before the start of the inspection, clarify which questions and in what order will be studied, what is the meaning and significance of the thematic control for improving the preschool educational institution's work.

CONTROL ALGORITHM

Any control is organized and carried out in a certain sequence.

It is proposed to use the following control algorithm:

Purpose of control – object of control – development of a control plan – collection of information – primary analysis of the studied – development of recommendations – verification of the implementation of recommendations.

The study of the final results of the pedagogical activity of educators includes several stages:

1. Collection of information – with the help of teachers, children, as well as other persons involved in the preparation of children in the preschool educational institution to study at school;

2. Study of documentation;

3. Processing of received information;

4. Filling out questionnaires;

5. Discussion at the pedagogical council of the received data, their analysis and interpretation;

6. Confirmation at the Pedagogical Council of directions for the correction of the pedagogical process;

7. Consolidation of positive traditions, advanced pedagogical experience;

8. Development of recommendations.

APPROXIMATE DISTRIBUTION OF QUESTIONS, CONTROLLED BY THE ADMINISTRATION

In order to control all aspects of the preschool institution's work, it is necessary to clearly divide the responsibilities between the head and his assistants, to distinguish the range of issues that are controlled only by the head, and the issues that are controlled by the senior educator.

At the same time, one should proceed from their job duties, defined by qualification characteristics, "Regulations on preschool institutions", as well as from specific conditions.

The head controls:

1) the work of the administrative group (senior educator, head of the farm, medical staff);

2) implementation of labor regulations, sanitary and hygienic regime, labor protection norms in accordance with labor legislation;

3) verification of the implementation of instructional and methodical documents of superior organizations, proposals of inspecting persons;

4) quality of children's knowledge, abilities and skills;

5) implementation of pedagogical council's decisions;

6) preservation of equipment and assistance in different age groups;

7) documentation management by all educators and administration;

8) organization and implementation of work with parents;

9) financial and economic activity;

10) selective control over the work of educators.

The senior educator (or methodist educator) controls:

1) the state of educational work in different age groups;

2) implementation of educational programs, introduction of new pedagogical technologies;

3) teachers' calendar plans and documentation;

4) availability and storage of children's works;

5) the work of teachers to improve their qualifications.

For a clear systematization and specification of control procedures, the section "Study of the state of the organization of children's life activities" is drawn up in the annual plan.

The head and the teacher-methodologist of the preschool education institution determine the structure of the annual cycle chart of management activities, in which the stages of selection of objects for control are specified, and the cyclicity of orders for the academic year is determined. The annual cyclorama of management activities highlights the monthly control over the fulfillment of the requirements of the legislation on education, control over the organization of the educational process; control over the formation of key competencies in children; control over documentation; control over the quality of methodical work, the state of the sanitary and hygienic regime and safety technology in the preschool education institution.

According to the cyclorama of control and analytical activity, a schematic control plan is developed every month. Based on the results of the control, changes are made in the pedagogical activity in accordance with suggestions and comments. The team is informed about the results of the control at meetings of pedagogical councils, general meetings, production meetings, meetings with the manager and trade union meetings. The educator-methodist develops and maintains cards for monitoring the implementation of decisions of pedagogical councils and orders in the preschool education institution.

According to the obtained results, the teacher-methodologist together with the head develop a system of information support for the management of the institution, that is, a program for internal control in the preschool education institution (study of the state of the organization of children's life activities in accordance with the annual plan). The following information blocks have been developed in this program: "Health and a healthy lifestyle", "Education and upbringing of preschoolers", "Scientific and methodological support of the educational process", "Work with personnel", "Readiness of the child to study at school", "Interaction of the preschool education institution with the family and the public", "Material and technical support". For each of the above blocks, technological cards are made for collecting, analyzing information and making management decisions. In each of the blocks, the content of the information is determined, it is indicated who and when it is collected and where it is used.

The following methods of control and analytical activity are used in the preschool education institution:

• theoretical (study of documentation, construction of hypotheses, modeling, design, comparative and system analysis);

• practical (observation, experiment, studying pedagogical and psychological experience, self-assessment, self-control);

• sociological (questionnaires, testing, conversation, expert assessment, interviews);

• statistical (graphs, schemes, filling in tables, ranking).

OPERATIONAL CONTROL (SELECTIVE, WARNING, EXPRESS DIAGNOSTICS)

Operational control is not a statement of facts, but their study: comparison, generalization, analysis, search for reasons that caused this or that problem. This type of control has anticipatory significance in identifying threats to the final results of the institution's activities.

Operational control is aimed at:

• studying the state of work of the teaching staff and individual educators at a certain stage;

• studying daily information about the progress and results of the pedagogical process, identifying the reasons that disrupt it;

• verification of implementation of previous proposals of individual solutions, etc.

The task of operational control is to prevent deficiencies. Operational control is an important basis for conducting final, thematic and frontal control (comprehensive study), therefore it should be planned, rationally distributed over time and recorded in the business documentation of the method educator. For operational control, the most important issues at the relevant stage are selected, the study of which would help in solving annual tasks.

Most of the activities of the preschool education institution are constantly monitored by the administration, so it is advisable to plan their operational control with a certain periodicity. During operational control, the teacher-methodologist can check all teachers, teachers of individual groups, or teachers – narrow specialists (music teacher, physical education instructor, speech therapist teacher).

The purpose of preventive control is to prevent possible deficiencies and violations; selection of the most rational work methods; increasing the level of management.

This type of control is mostly applied to educators who have just started working in a team, as well as educators who work in an innovative mode (introduction of the latest technologies, advanced pedagogical experience, new educational programs).

A methodist educator helps teachers get used to working in new conditions, and therefore should warn them about visiting the group in advance.

Content of preventive control:

• study of the teacher's readiness for work;

• determining the level of mastery of teaching and upbringing methods;

• analysis of calendar and perspective planning, etc.

Such control is carried out in the form of observations, conversations, analysis of pedagogical documentation.

Express diagnostics are used for quick collection of information data. It consists of sociological research (questionnaires, tests) to identify the level of teachers' pedagogical skills, the level of children's development in various activities.

A type of operational control is selective (or episodic) control. With its help, it is possible to eliminate the causes of non-compliance of the actual level of knowledge of children with the requirements of the program. The peculiarity of this control is that it is selective in nature and concerns the work of individual educators. The main forms of selective control are review of classes and other types of activities, conversation, study of documentation, analysis of planning.

COMPARATIVE CONTROL

The purpose of comparative control is to compare the results of educator' work in different areas of the program. Comparative control allows you to see the difference in the work of educators of parallel age groups, as well as to compare the work of two educators of the same group.

Comparative control contributes to the dissemination of effective experience, improvement of the educational process. "He who does not control shows a lack of interest in subordinates", says the modern science of management.

1.4. Document management in a preschool education institution

Each preschool education institution approves a list of documents that this or that employee is required to form and keep. Employees are obliged to comply with the requirements of the model instructions for record keeping in preschool education institutions, approved by the order of the Ministry of Education and Science, Youth and Sports of Ukraine dated October 1, 2012 № 1059.

This instruction was approved in 2012 in accordance with the Resolution of the Cabinet of Ministers of Ukraine dated November 30, 2011, which has become invalid today, and now it is necessary to act on the basis of the Resolution dated January 17, 2018, which approved 2 standard instructions with records: one for electronic

document management, the other for paper. According to the same Resolution, the Standard Instruction for record keeping in ministries, other central and local bodies of executive power, which we can use today, was approved.

Some changes

1. Today, if not the founder, then the higher-level body that is above this institution must be specified in the Instructions. In addition to the full name, there must also be an abbreviated name of your institution. After that, the details and the word "Order" are indicated.

Then, on one horizontal line, there should be the date, the place of drawing up of the document and the number of the document. This is followed by the name of the document. For example, "About the approval of the Institution's Administration Instructions".

Next – the ascertaining part of the approval of the Instruction. If the 2012 Instruction was previously approved at the educational institution, now you have the right to re-approve it in a new edition, taking into account all legislative changes. So, in this document you should list all those documents that are new.

After that, we prescribe a standard sample order, and it is very important not to forget to put this order into effect.

2. Document approval can now be internal and external. If it is internal, then it will be called "verification of the document", and there will be no more document stamp "I agree". If you need to fill out the document externally, you should definitely write the word "I agree", followed by the job title, signature, first and last name.

3. Until 2021, we could use initials in documents, but now we have to indicate only the full name and surname of the person.

4. Your resolution should be complete and detailed. It should consist of the following elements as much as possible: surname, first name of the executor in the dative case, content of the mandate, deadline, signature of the manager, date.

5. The Unified system of organizational and administrative documentation is also new, which can help a lot in formulating names (titles) in your documents.

In the process of educational activity, each employee of the institution creates documents that allow him to:

• organize work with personnel;

• to record the performance of their official duties;

• summarize;

• report;

• plan activities;

• prepare for classes, etc.

Among the many documents, some are mandatory. During documentation, the head of the institution is responsible for the administration organization.

INSTRUCTIONS ON BUSINESS DOCUMENTATION
IN PRESCHOOL INSTITUTIONS

Terms

1.1. Mandatory business documentation (orders, work books, personal files of employees) is maintained in accordance with current legislation.

1.2. This Instruction defines the list of mandatory additional business documentation of a preschool institution, the conditions for its maintenance and storage.

The Instruction applies to all types of preschools, regardless of the form of ownership.

1.3. Business documentation and correspondence of the preschool institution are conducted in the state language.

In places of compact residence of citizens belonging to national minorities, in the internal management of business documentation, the state language of the relevant national minority may be used in the manner established by the current legislation.

1.4. Books kept by the preschool institution head must be numbered per sheet, laced, signed and sealed.

1.5. All business documentation is stored in specially equipped cabinets or safes.

1.6. Business papers arriving at or sent from the preschool are registered in the accounting book of incoming and outgoing documents. Admitted corrections are conditioned and sealed.

1.7. When the head of a preschool institution is changed, business documentation is transferred according to the description, about which a corresponding entry is made in the act of transfer.

1.8. The head of the preschool institution is responsible for the management, timeliness, and storage of business documentation.

1.9. Control over the correct maintenance of business documentation in a preschool institution is carried out by the relevant education management bodies of the local executive power and local self-government.

LIST OF DOCUMENTATION OF TEACHING EMPLOYEES OF THE PRESCHOOL INSTITUTION

1. Documentation of the preschool head.

1.1. License for the right to conduct educational activities in an educational institution (in accordance with the Regulation on Licensing of Educational Institutions, approved by the Cabinet of Ministers of Ukraine Resolution № 200, 02.12.96).

1.2. Charter of a preschool institution. For preschool institutions subordinated to enterprises, organizations, institutions – provisions on a preschool institution approved by the founder and an extract from the founder's charter on educational activities.

1.3. Certificate of state attestation (in accordance with the Standard Regulation on the attestation of secondary comprehensive, out-of-school, preschool educational institutions and educational institutions for citizens in need of social assistance and rehabilitation, approved by the order of the Ministry of Education of Ukraine dated 05.03.96 № 66 and registered in the Ministry) of Justice of Ukraine dated March 26, 1996, № 139/1164).

1.4. Book of orders.

1.5. Preschool education institution's work plan.

1.6. Book of minutes of meetings of the pedagogical council of the preschool education institution. It is conducted in preschool institutions, if they have at least one

three people of teaching staff. It records issues considered at a meeting of the pedagogical council, decisions made, and implementation decisions of the previous pedagogical council.

1.7. Book of personnel records of employees. The information about the employees of the preschool institution, the consequences of passing attestation (date and order number) are fixed in it.

1.8. Work schedule of preschool employees. Consists for the academic year, if necessary, it can be revised throughout academic year.

1.9. Personal affairs of preschool employees.

1.10. Work books.

1.11. Accounting book of incoming and outgoing documents. Documents that require accounting, execution and use for reference purposes are subject to registration. Incoming documents and copies of outgoing documents are bound and stored in separate folders

1.12. Business control diary.

1.13. Book of registration of acceptance and transfer of documents in case of change of the head of the preschool institution.

1.14. Copies of statistical reports on the activity of the preschool institution for the reporting period.

1.15. Journal of arrival (discharge) of children in a preschool institution.

1.16. Documentation on the certification of employees of a preschool institution. Attestation is regulated by the Standard Regulations on the Attestation of Pedagogical Workers of Ukraine, approved by Order № 310 of the Ministry of Education and Science of Ukraine dated 20.08.93 and registered with the Ministry of Justice of Ukraine dated 02.12.93 № 176.

1.17. Documentation on occupational health and safety issues. It is conducted in accordance with the Regulation on the organization of labour protection and the procedure for investigating accidents in educational institutions, approved by the order of the Ministry of Education and Science of Ukraine dated 30.11.93 № 429 and registered with the Ministry of Justice of Ukraine dated 03.12.93 № 178.

1.8. Book of protocols of production meetings.

1.19. Minutes of parent meetings (conferences).

2. Documentation of a methodist teacher, deputy head of a preschool institution for educational work.

2.1. Work plan.

2.2. Business diary of the analysis of the educational process.

2.3. Book of consultations. It records the topic, methodical sources, theses of the consultation. If specialists in physical education, arts, labour training, correctional work are working in a preschool education institution, then a book of thematic consultations is kept for them.

2.4. Plans of seminars, workshops-seminars. The expediency of conducting seminars, workshops-seminars is determined by the specific needs of the preschool institution.

2.5. Methodical developments; lesson notes; programs of festive events, entertainment, theatrical performances; materials from work experience, experimental studies, author's developments.

2.6. Plans for taking advanced training courses, teaching staff certification.

2.7. Information materials and pedagogical publications on preschool education.

2.6. Accounting book of teaching aids, game, didactic equipment, etc.

2.7. Index of publications of periodicals, psychological-pedagogical, methodical literature.

3. Documentation of a practical psychologist, social pedagogue.

3.1. Work plan.

3.2. Work schedule approved by the manager.

3.3. Journal of psychological and pedagogical diagnosis of pupils.

3.4. Record of observations.

3.5. Journal of accounting for corrective work.

3.4. Book of protocols of individual consultations. In their work, practical psychologists (social pedagogues) are guided by the Regulation on psychological service in the education system of Ukraine, approved by order! of the Ministry of

Education of Ukraine from 01.07.93 № 230 and registered in the Ministry of Justice of Ukraine dated 26.07.93 № 101.

4. Documentation of preschool educators.

4.1. Plan of educational work. Book of information about children and their parents.

4.2. Logbook of daily visits by children to the group. It records the conduct of hardening procedures and information about children's sound pronunciation.

4.3. A preschool teacher's diary for improving the professional level (participation in pedagogical councils, collective reviews, seminars, etc.).

4.4. Children' health sheet.

4.5. Educators of special preschool institutions additionally keep: a journal of examination of pupils by a paediatric specialist; the book of the relationship between the special educator and the preschool teacher of the group.

4.6. Educators (instructors) in physical education additionally lead:

• children's medical examination book;

• record book of work with children who have weakened health;

• a record book of children's performance of basic physical movements;

• collection of scripts and materials for sports holidays, entertainment, competitions, and other events.

4.7. Teachers of arts and labour training additionally conduct:

• a plan for conducting contests, thematic exhibitions, etc.;

• lesson notes, work experience materials, author's works.

5. Documentation of music workers.

5.1. Work schedule.

5 2. Plan of mass events, events of the musical and aesthetic cycle.

5.3. Scenarios of holidays, entertainment, theatrical performances, etc.

5.4. Diary of individual (group) work with children.

6. Documentation of teachers-defectologues (deaf pedagogues, typhlopedagogues, speech therapists-oligophrenopedagogues).

6.1. Prospective plan of corrective and restoration work.

6.2. Book of registration of children with an indication of the diagnosis.

6.3. Language and speech development card for each child.

6.4. Individual child development card.

6.5. Plan of individual work, classes in subgroups.

6.6. Book of analysis of the effectiveness of individual corrective work with children.

6.7. Extracts from protocols of psychological, medical and pedagogical consultation for each child.

6.8. Calendar work plan for the development of auditory perception and teaching speech (for working with children with hearing impairments).

6.9. Audiograms of children with hearing impairments.

6.10. The book of the relationship between the special educator and the teacher of the group.

6.11. Work schedule approved by the manager. At the request of the sanitary-epidemiological service, other forms of accounting and control documentation may be temporarily introduced on the basis of epidemiological indicators.

GUIDELINES

CONCERNING THE KEEPING OF SEPARATE DOCUMENTATION

1. Orders.

Orders are issued by the preschool institution head on the basis of unanimity and within the scope of competence. According to their purpose, orders are divided into personnel orders and orders on general issues.

Orders are issued:

a) for the implementation of acts of current legislation, administrative documents of higher bodies;

b) on personnel matters.

The order is signed by the head of the preschool institution. The order takes effect from the moment of its signing. Individual clauses of the order may determine the terms of entry into force.

1.1. Personnel orders are issued when an employee is appointed, transferred, fired, encouraged, or penalized. Such an order is issued on the basis of an application, a report of the heads of structural units and in other cases. The order must specify the document on the basis of which it was issued. Orders from personnel are brought to the attention of employees under a receipt and are the basis for a corresponding entry in the work book. Entries in orders and work books must comply with the requirements of current legislation. If several persons are listed in one item of the order, their surnames are listed in alphabetical order.

1.2. Orders on general issues, in turn, are divided into: initiative and orders for the execution of administrative documents of a higher level. The text of the order consists of ascertaining and administrative parts. The declaratory part contains: an introduction (the reason for issuing the order is indicated); evidence (main facts are presented); conclusion (the purpose of issuing the order is explained). An order issued on the basis of administrative documents of higher-level bodies must have a reference to them indicating the names of these documents, dates, numbers and titles. The administrative part is denoted by the word "I order", it consists of points divided into: action, deadline and responsibility for implementation.

In the last paragraph of the administrative part, the persons entrusted with monitoring the execution of the order are specified.

Initiative orders are issued for operational management of the preschool institution work.

2. Work plan.

2.1. The preschool institution's work plan is drawn up for the academic year and approved by the institution's pedagogical council.

2.2. The plan states: analysis of the institution's work for the previous academic year; main tasks for the next one; increasing the level of professional skills of employees (self-education, advanced training courses, certification, etc.); methodological work (pedagogical councils, seminars, workshops-seminars, consultations, exchange of experience, other forms of work); supervision of the educational process (complex, thematic inspections; operational, preventive, episodic,

comparative control); organizational and pedagogical work, communication with the school, cooperation with the family); the work of the methodological office; administrative and economic activity.

2.3. Medical and preventive measures, schedules for holidays, entertainment, and theatrical performances are added to the work plan.

2.4. Group work is planned separately or a "Group work" section is introduced in the work plans of preschool institutions and relevant specialists.

2.5. Based on the general plan, the methodist educator draws up his own work calendar for the quarter.

2.6. The form of drawing up the plan by pedagogical workers is established by the decision of the pedagogical council. The calendar plans of pedagogical workers are checked and approved by the head or teacher-methodist of the preschool institution.

2.7. The musical director's work schedule is drawn up for each educational group separately, taking into account the level of psychophysical development of the children.

3. Business diary.

3.1. Business diary of control of the preschool institution head. It is conducted in an arbitrary form in accordance with the daily work plan of the manager, where conclusions and proposals are recorded based on the results of studying the work of preschool employees; observations of the implementation of the educational process, work of teachers with families, visits to educational groups during the day, collective reviews, work of specialists, etc. are recorded.

3.2. Business diary of the analysis of the educational process. It is conducted in an arbitrary form in accordance with the work calendar of the Methodist educator.

The frequency of visits to educational activities is determined by Expediency, but, as a rule, not less than once a week for each age group, taking into account the work of specialists. General events (parental meetings, holidays, entertainment, etc.) are compulsory for visits. According to the plan of their implementation.

Based on the results of the study of the educational and pedagogical process, conclusions are formulated and proposals are made.

Storage period of business documentation in preschool educational institutions is presented in table 3.

Table 3

Storage period of business documentation in pre-school educational institutions

№	Document name	Term of storage
1.	License for the right to run an educational institution. Certificate of state registration.	Constantly Constantly
2.	Charter of a preschool educational institution.	Constantly
3.	Book of orders from personnel. Book of orders on production issues.	75 years 75 years
4.	Work plans of the educational institution. Plans of educational work in groups. Certificates of inspections and other documents related to the implementation of the plan.	5 years
5.	Book of minutes of meetings of the pedagogical council.	10 years
6.	Book of personnel records of employees. List of employees.	75 years
7.	Work schedules of employees.	3 years
8.	Personal affairs of employees.	Constantly
9.	Work books.	50 years
10.	Journal of accounting of work books.	50 years
11.	Accounting book of incoming and outgoing documents. Statistical reports on the preschool education institution's activity.	3 years
12.	Business control diary.	3 years
13.	Book of registration of acceptance and transfer of documents in the event of a change of preschool education institution's head.	5 years

14.	Statistical reports on the preschool education institution's activity.	Constantly
15.	Documentation on issues of certification of preschool education institution's employees. Minutes of meetings of the certification commission.	5 years
16.	The book of the children's movement in the preschool education institution.	1 year
17.	Journal of children's visits to the group. Children's medical cards.	3 years
18.	Book of minutes of general meetings of the staff of the school and parents.	10 years
19.	Minutes of parent meetings.	5 years
20.	Employees' vacation schedule	1 year
21.	The record book of issuing certificates about the place of work, seniority, etc.	3 years
22.	Preschool education institution's passport.	Constantly
23.	Individual plans of teachers providing paid services are agreed with regional educational and methodical centre.	3 years
24.	Reports on the work of teachers providing paid services.	5 years
25.	Documents on the provision of charitable and other assistance to the preschool education institution.	Constantly
26.	Individual medical cards of children.	5 years
27.	Complaints of citizens.	5 years
28.	Book of registration of local business trips.	1 year
29.	Book of registration of the beginning and end of work of employees.	1 year

1.5. Attestation of pedagogical personnel of a preschool education institution

The certification period is an extremely important stage of the educational institution's activity. The experience of the most authoritative managers shows that certification plays a key role in the formation, cohesion and education of a creative team. During certification, the teacher's professional qualities, his strengths and weaknesses, the level of general culture are studied, optimal conditions are created for the study and implementation of advanced pedagogical experience of the best teachers of the educational institution.

Attestation of educational institutions' teaching staff is carried out in accordance with the Law of Ukraine "On Education" (Article 23), Standard Provisions on Attestation of Teaching Staff of Ukraine, approved by order of the Ministry of Education and Science of Ukraine № 930 of October 6, 2010, registered in the Ministry of Justice on 14 December 2010.

The most competent, highly qualified educational institution's teachers are involved in the work of the certification commission.

Certification is based on the following principles:
- democracy;
- humanity and benevolent attitude;
- objectivity;
- openness;
- generalities;
- comprehensiveness;
- systematicity;
- collegiality;
- availability and publicity;
- continuous education and self-improvement.

Attestation of teaching staff is a determination of their compliance with the position they hold, the level of qualification.

The purpose of certification: activation of creative professional activity; stimulation of continuous special and general education; work quality; increased responsibility for the results of education and upbringing; ensuring social protection of competent pedagogical work.

Certification conditions: availability of special education; professional development on the basis of free choice of forms of education, programs and educational institutions; mastery of the state language to the extent necessary for the performance of professional duties.

It is advisable to divide the work related to certification into separate points:

- familiarization of teachers, in particular those who are subject to regular or non-regular attestation, with normative documents on attestation;

- drawing up a course preparation plan for the next academic year;

- preparation of an order on the creation of an attestation commission – the principle of democracy and collegiality should be implemented here.

For this purpose, it is desirable to study the proposals of the members of the teaching staff regarding the personal composition of the commission. For this purpose, an anonymous survey can be conducted. Each teacher receives a sheet with a list of all members of the teaching staff, in which he must underline the names of those whom he considers worthy of being on the attestation commission. Taking into account the opinion of the team and relying on clause 6.2 of section VI.

In a typical situation, the head of the educational institution creates an attestation commission by order.

During the drawing up of the certification schedule, the following is taken into account:

- passing a preliminary certification by a pedagogical worker;

- the need for attestation of those who have not been attested in the regular order for the past 5 years, as well as young specialists with at least 3 years of experience;

- the possibility of pedagogical workers to postpone the term of the next certification;

- the possibility of teaching staff to be certified without prior qualification improvement;

- the possibility of extraordinary attestation of those who wish to increase the previously established category or qualification level;

- the possibility of extraordinary (at the initiative of the administration) attestation of those who, in the inter-attestation period, have lowered the level of their professional activity;

- studying the work of teachers who are certified;

- conducting meetings on attestation issues, meetings of methodological commissions, reports at workplaces, open lessons, educational and extracurricular activities;

- summarizing materials and writing characteristics of teachers;

- familiarization with the characteristics of each certified teacher, interview with him, evaluation of his work by the teaching team;

- submission to the attestation commission at the city (district) state education management body of a document on the provision, confirmation (non-confirmation) by a pedagogical worker of the qualification category "specialist of the highest category", the assignment of a pedagogical rank, as well as on the corresponding moral and material encouragement (awarding a diploma, awarding a prize);

- issuance of an order on the results of attestation, familiarization with it to the team of teachers who were certified and submission of an extract from the order on the results of attestation to the accounting department.

Approximate content activities of the educational institution's head during the certification period

(Compiled in accordance with the requirements of the Standard Regulation on the Certification of Pedagogical Workers, approved by the Order of the Ministry of Education and Science of Ukraine dated October 6, 2010 № 930 (hereinafter – the Regulation)) Duties of the educational institution's head:

1. By September 20, issue an order on the creation of an attestation commission and approve its composition after agreement with the attestation commission of a higher level (clause 2.1 of the Regulations).

It should be remembered that:

- the attestation commission is created in the composition of: chairman, deputy chairman, secretary, members of the attestation commission. The head of the attestation commission is the educational institution's head (deputy head) (clause 2.6 of the Regulation)

- the number of members of the attestation commission cannot be less than seven people (clause 2.6 of the Regulation)

- the attestation commission is created for one year before the formation of a new composition of the attestation commission. The personal composition of the attestation commission may change during the year (clause 2.8 of the Regulations).

2. By October 10, submit to the attestation commission of the educational institution a list of teaching staff who are subject to regular attestation, indicating the results of the previous attestation and the deadlines for passing advanced training (clause 3.1 of the Regulation).

3. By October 10, submit to the attestation commission of the educational institution an application for assigning qualification categories, pedagogical ranks to certain teaching staff and, if necessary, an application for extraordinary attestation of employees who have lowered the level of their professional activity (clause 3.1 of the Regulation).

4. To monitor compliance with the procedure for certification of teaching staff in the educational institution (clause 3.24 of the Regulations).

5. By March 1, submit attestation letters and characteristics of the activities of pedagogical workers in the inter-attestation period to the attestation commission (clause 3.4 of the Regulations).

6. If the attestation commission made a positive decision, then within five days after the final meeting of the attestation commission, issue an order on the assignment of qualification categories (establishment of tariff categories).

Within a three-day period, bring the order to the attention of pedagogical workers for signature and submit a copy of the order to the accounting department for calculating wages (paragraph 6.1 of the Regulations).

Rights of the educational institution's head:

If the educational institution's head is the head of the certification commission, he must know the duties and rights of the certification commission:

Make a decision to terminate an employment contract with an employee who is certified as not corresponding to the position held, in compliance with the requirements of labor legislation.

It should be remembered that: termination of the employment contract with an employee who is certified as not corresponding to the position held is allowed if the employee cannot be transferred with his consent to another job that meets his qualifications in the same institution; an order to dismiss or transfer an employee to another job with his consent based on the results of the attestation can be issued only after consideration of his appeals (if they are submitted) by attestation commissions of a higher level in compliance with the labor legislation (clause 6.3 of the Regulation).

Duties of the certification commission:

1. By October 20, approve the list of pedagogical workers who are certified and the work schedule of the certification commission; to make a decision on the postponement of the term of regular certification of certain employees (if there are relevant statements of employees) (clause 3.2 of the Regulations).

2. Acquaint the employees who are being certified with the certification schedule (under signature) (clause 3.2 of the Regulations).

3. By February 15, in accordance with the approved schedule, study the pedagogical activities of persons who are certified (clause 3.3 of the Regulations).

4. Keep a book of minutes of meetings of the certification commission.

Each protocol is signed by all members of the certification commission present at the meeting.

It should be remembered that: the book of minutes of the meetings of the certification commission must be bound, numbered and certified by the signature of the head of the educational institution and sealed (clause 3.7 of the Regulations).

5. No later than 10 days before the attestation, familiarize the pedagogical workers with the characteristics of their activities (clause 3.4 of the Regulation).

6. For each pedagogical employee who is certified, draw up an attestation letter in two copies according to the form in accordance with the appendix to the Regulations (clause 3.10 of the Regulations).

7. Immediately after the final meeting of the attestation commission, notify the employees who are being certified of the decision of the attestation commission (clause 3.10 of the Regulation).

It should be remembered that: by October 10, the educational institution's attestation commission must submit applications for extraordinary attestation, postponement of the attestation deadline (clause 3.1 of the Regulation).

8. Attestation of teaching staff is carried out by attestation commissions in the following terms: commissions of the first level – by March 1, level II – by April 10, level III – by April 25 (clause 3.5 of the Regulation).

9. The meeting of the attestation commission of the educational institution is held in the presence of the pedagogical worker who is being attested (clause 3.6 of the Regulations).

9. The meeting of the attestation commission of the educational institution is held in the presence of the pedagogical worker who is being attested (clause 3.6 of the Regulation).

10. A meeting of the attestation commission of an educational institution is valid if at least 2/3 of its members are present (clause 3.8 of the Regulations).

11. The decision of the attestation commission of the educational institution is adopted by secret ballot by the majority of its members present at the meeting. In the case of an equal number of votes "for" and "against", the decision is adopted in favor of the employee who is certified (clause 3.8 of the Regulation).

12. Not later than three days after the final meeting of the attestation commission, to give second copies of the attestation letters to the pedagogical workers who are being attested for their signature (clause 3.10 of the Regulations).

Rights of the certification commission

1. Certify pedagogical workers for compliance with the position they hold (clause 2.12 of the Regulations).

2. Assign qualification categories "specialist", "second category specialist", "first category specialist" (certify compliance with previously assigned qualification categories) (clause 2.12 of the Regulation).

3. File a petition before the higher-level attestation commission for assigning the qualification category "specialist of the highest category" to teaching staff (on compliance with the previously assigned qualification category "specialist of the highest category") and for the assignment of pedagogical titles (clause 2.12 of the Regulation).

4. Make a decision on the employee's suitability for the position he holds, provided he fulfills the measures determined by the certification commission, in the event of identifying individual deficiencies in the work of a pedagogical employee that did not affect the quality of the educational process (clause 3.12 of the Regulation).

5. To establish the term for the re-attestation of pedagogical workers who are certified for compliance with the position they hold, subject to the implementation of certain measures aimed at eliminating identified deficiencies (clause 6.2 of the Regulation).

6. Make a decision on the inadequacy of the teaching staff to the position held (clause 6.3 of the Regulation).

7. To carry out re-attestation of pedagogical workers who are certified for compliance with the position held, subject to the performance of certain measures, in order to verify the implementation of the measures determined by the certification commission and to make a decision on the compliance or non-compliance of the employee with the position held (clause 6.2 of the Regulation).

8. Create expert groups for objective assessment of the professional activity of teaching staff (clause 2.15 of the Regulation).

Functional duties of the secretary of the certification commission:

1. Accepts applications from teachers who are certified.

2. Prepares the materials received by the attestation commission for their consideration at the meeting of the attestation commission.

3. Acquaints with the schedule of attestation of the persons to be attested, under signature.

4. Keeps a book of minutes of meetings of the attestation commission in accordance with clause 3.7 of the standard regulation on the attestation of teaching staff, approved by order of the Ministry of Education and Science of Ukraine dated October 6, 2010 № 930.

5. Immediately after the final meeting of the attestation commission, he informs the pedagogic workers who are being certified with the decision of the attestation commission regarding the results of their attestation.

6. Draws out characteristics of the activities of pedagogical workers, attestation letters in two copies according to the established form.

7. Issues second copies of attestation letters to attested employees for signature (no later than three days after attestation).

8. Organizes and stores the documentation that was conducted during the attestation process (book of minutes of the attestation commission meetings, secret ballots, etc.).

About certification and promotion qualifications of preschool education institutions' teaching staff during the period of martial law in Ukraine

If necessary, we recommend reducing the number of members of the certification body commissions to the minimum and conduct meetings of the certification commission online. For this, in the order of the head of the educational institution "On the attestation commission's establishment and approval of its composition" it is appropriate to note about the possibility of holding meetings of the attestation commission online, with recording the results of electronic voting (if

necessary). In the case of lack of opportunities for the teacher being certified connect online, the meeting can take place without his participation.

In case of suspension of the employment contract (temporary termination by the employer of providing the employee with a job and a temporary one termination of the employee's performance of work according to the concluded employment contract agreement in connection with armed aggression against Ukraine, which excludes the ability of both sides of the labor relationship to perform the duties stipulated labor contract (Article 13 of the Law of Ukraine "On the Organization of Labor relations under martial law" dated March 15, 2022 № 2136-IX), a pedagogical worker's certification is not conducted. After all, for the period of suspension of action of the employment contract, the employer does not have to pay a salary to the employee even partially.

At the same time, taking into account the current situation in the region and the desire a pedagogical employee with whom the employment contract has been suspended, attestation is possible by decision of the attestation commission. This concerns and employees who have been laid off.

Please take into account that during the certification of teachers who work for two or more positions, it is worth combining the terms of certification: conduct certification for different positions in one year. At the same time, during certification for each position a separate attestation letter is drawn up.

Regarding professional development of teaching staff: every teacher can independently choose forms of education, programs and educational institutions. The Law of Ukraine "On Education" guarantees teachers a free choice of education programs, forms of education, educational institutions, institutions and organizations, others subjects of educational activity that carry out professional development and retraining of pedagogical workers, there is an opportunity to freely choose types (studying according to an educational program, internship, participation in certification programs, trainings, seminars, workshops-seminars, seminars-meetings, training seminars, webinars, master classes, etc.) and forms (institutional, dual, on-the-job (production) of professional development.

What are the requirements for assigning qualification categories?

Clause 8 of Section I of the Regulation on Certification, approved by the Order of the Ministry of Education, Culture and Sports № 805 dated 09.09.2022, states that a necessary condition for certification is professional development, which is carried out in the inter-certification period, and the total amount of professional development is determined in total over the last 5 years before certification. According to Clause 3 of the Order of the Ministry of Education, Culture, Sports and Science of Ukraine dated 09.09.2022 № 805, the minimum total amount of professional development of teaching staff required for certification is:

• for institutions of general secondary, professional (vocational and technical) education – at least 150 hours or 5 ECTS credits over five years;

• for educational institutions of other types – at least 120 hours or 4 ECTS credits over five years.

Clause 9 of Section I of the Regulation establishes the following requirements for the assignment of teacher qualification categories:

"Specialist":

• educational level – professional junior bachelor (educational and qualification level junior specialist), junior bachelor, bachelor or master (educational and qualification level specialist).

"Specialist of the second category":

• educational level – junior bachelor (educational qualification level junior specialist), bachelor or master's degree (educational qualification level specialist). For the attestation of preschool education institution's employees, an educational and professional degree of a junior bachelor's degree is also allowed;

• work experience – at least 3 years.

"Specialist of the first category":

• educational level – bachelor's degree, master's degree (specialist educational qualification level). It is also possible to attest to this category of preschool education institution's employees who have an educational and professional degree of a junior

bachelor's degree or a higher education degree of a junior bachelor's degree (educational and qualification level of a junior specialist);

• work experience – at least 5 years.

"Specialist of the highest category":

• educational level – master's degree (specialist educational qualification level);

• work experience – at least 7 years.

What documents are submitted to the attestation commission?

According to Clause 4 of Chapter III of the Regulation, a teacher who is being certified can submit to the certification commission documents that, in his opinion, testify to pedagogical skill and / or professional achievements (documents kept in the personal file of a teacher are not submitted to of the attestation commission, which was created in the educational institution / administrative body where they are stored). According to clause 5 of this section, documents can be submitted in paper or electronic form (each document in a separate file in PDF format) by sending to the e-mail address with confirmation of receipt. All submitted materials that meet the requirements are accepted and registered by the secretary of the certification commission.

What activities does the attestation commission carry out?

According to Clause 6 of Chapter III of the Regulation, the attestation commission:

• examines the documents of pedagogical workers who are certified, if necessary, checks their authenticity;

• establishes compliance with the requirements of Clauses 8, 9 of Section I of this Regulation (scope of professional development, educational level and seniority);

• assesses the professional competencies of the pedagogical worker taking into account his job duties and the professional standard's requirements (if available). The qualification requirements for teachers who are assigned a certain qualification category are determined by the Indicative description of the teacher's professional competences according to the qualification categories of pedagogical workers.

Also, in order to properly assess the teacher's professional competences, the certification commission can make a decision to study the practical experience of his work. In this case, the attestation commission shall:

• determine from among the members of the attestation commission members who will analyze pedagogical worker's practical experience;

• approve the schedule of activities for its implementation.

In addition, according to Clause 8 of Section III of the Regulation, in case of questions to the teacher, in particular related to the documents submitted by him, the certification commission can invite him to its meeting no later than 5 working days before its holding in one of the following ways: delivery of an invitation for signature; sending it in scanned form to an e-mail address (with confirmation of receipt).

How a teacher who has transferred to work from one institution to another or to other teaching positions in this educational institution or has interrupted work at the position is certified?

According to Clause 14 of Section I of the Regulations, the qualification categories and teaching ranks assigned as a result of the last attestation are retained for such pedagogical workers or for teachers who have interrupted their work in a pedagogical position (regardless of the duration of the interruption in work). Certification of such employees is carried out no later than two years after their employment.

How are teachers who have completed an internship certified?

According to Clause 15 of Section I of the Regulation, teaching staff who have completed a teaching internship in accordance with the procedure established by law are certified to continue working in these positions during the second year of work, but not earlier than one year after appointment to the position.

Can a teacher who has the qualification category "specialist of the second category" be assigned the category of "specialist of the highest category"?

According to Clause 11 of Section I of the Regulations, qualification categories and teaching titles are usually assigned sequentially. At the same time, in accordance with clause 9 of this section, a pedagogical worker who has an educational-scientific /

educational-creative, scientific degree, according to the results of the attestation, without observing the sequence of assignment, may be assigned the qualification category "specialist of the highest category", provided that he has at least one year of work experience as a teaching staff.

How are teachers who have successfully passed certification certified?

According to Art. 49 of the Law of Ukraine "On Comprehensive General Secondary Education" the right to undergo certification free of charge once every three years is available to teachers who: work for at least two years in educational institutions of full general secondary education; have a pedagogical load.

A teacher who has not received a certificate has the right to re-certification no earlier than a year later.

A teacher who has not received a certificate has the right to re-certification no earlier than a year later.

According to Clause 13 of Section I of the Regulation, having a certificate has the following advantages:

• certification is counted as the passing of an attestation by a pedagogical worker (once during the period of validity of a pedagogical worker's certificate during his regular or non-regular attestation at his initiative);

• is the basis for assigning him the appropriate qualification category and / or teaching rank. Assignment / confirmation of the qualification category and / or teaching title is carried out without taking into account the duration of the inter-attestation period, without observing the conditions specified in clauses 8, 9 of this section and without carrying out any activities related to the study and evaluation of his activity and professional competences.

What documents of the certification commission should be published on the website of the educational institution?

In accordance with Clause 4 of Section III of the Regulations, information on:

1. Carrying out regular attestation, namely: an approved list of teaching staff who are subject to regular attestation in the next calendar year and the terms of their attestation; the schedule of meetings of the certification commission; deadline and e-

mail address for submission of documents by teaching staff (in case of submission in electronic form);

2. Carrying out extraordinary attestation, namely: a separate list of teaching staff who are subject to extraordinary attestation; deadlines for their attestation, submission of documents by them; changes to the schedule of their meetings (if necessary).

2. MANAGEMENT ACTIVITY OF A PRESCHOOL EDUCATION INSTITUTION'S HEAD

2.1. A head of a preschool education institution as a leader-manager

The Ministry of Education and Science developed the professional standards "Head (director) of a preschool education institution" and "Educator of a preschool education institution", they were approved by the Ministry of Economy of Ukraine. The relevant orders № 620-21 and № 755-21 were published on the website of the Ministry of Education and Culture.

According to the standard, the manager heads the preschool education institution and directs it. The professional activity of the manager involves managerial, organizational and other activities established by the employment contract and / or job description. The head is directly subordinate to the founder (founders) or the body (person) authorized by him (them).

The head of a preschool education institution, who is first appointed to the relevant position, must undergo advanced training in accordance with the position held during the first two years of work.

General Information

The main purpose of this document is to provide practical recommendations to managers (directors) of preschool education institutions, founders of preschool education institutions, departments / management of education, structural subdivisions, professional development centers of pedagogical workers, subjects of professional development regarding the implementation of the professional standard of the preschool education institution's manager (director) (hereinafter – Professional Standard).

On September 28, 2021, the professional standard "Head (director) of a preschool education institution" was approved and entered into the Register of Professional Standards. In the Law of Ukraine "On Education", the professional standard is defined as the requirements for the competences of employees, which serve

as the basis for the formation of professional qualifications, approved in the established order. On the basis of professional standards, standards of higher and professional pre-higher education are developed, which are used to develop and improve educational programs for training future specialists.

The implementation of the Professional Standard is a long process and occurs in stages through the development of methodological recommendations, programs for improving the qualifications of pedagogical workers, conducting webinars, trainings, seminars, conferences, and providing informational support for this process.

The Professional Standard outlines a list of labor functions, describes the general and professional competencies that should be developed in preschool education institution's modern head (director).

According to the Professional Standard, the purpose of the professional activity of the head (director) of the educational institution is the direct management of the institution and responsibility for the educational, financial, economic and other activities of the educational institution.

The professional standard consists of 8 points. In subsections 1.1-1.5, general information is provided, it is stated that the main goal of the head of the educational institution is the management of the institution and the organization of the educational process. The name of the type of professional activity has been specified in accordance with the National Classifier of Ukraine DK 003:2010 "Classification of Professions" and the names of typical positions (preschool education institution's head).

Subclause 1.6 provides detailed information on the location and equipment of the workplace in accordance with the requirements of the law. It is noted that the professional activity of the manager involves managerial, organizational and other activities stipulated by the employment contract or job description.

The professional standard also defines working conditions: the duration of working hours and rest, settlement of issues of remuneration, holidays.

It is noted that work is associated with increased neuro-emotional stress. The conditions for admission to work are also prescribed: the presence of the necessary documents on higher education, a personal medical book, etc.

The Professional Standard regulates the issue of documentary confirmation of educational and professional qualifications. Thus, in subsection 1.9 it is stated that the documents that confirm professional and educational qualifications include a master's degree (specialist), a certificate, a document on passing the certification of teaching staff and other documents that confirm the presence of professional competencies necessary for the performance of work functions and solving professional tasks.

Point 2 provides information on training and professional development of the preschool education institution's head. The issue of professional development deserves special attention. The legislation provides for compulsory training of pedagogical workers at least once every five years. And the preschool education institution's head, who is appointed to the position for the first time, must undergo advanced training during the first two years of work. Also, he must periodically, once every three years, undergo labor protection training.

Clause 3 of the Professional Standard presents a list of normative and legal documents regulating the professional activity of the preschool education institution's head.

Clause 4 of the Professional Standard provides a list of general competencies that must be developed in the preschool education institution's head, and a substantive description of each of them is made. So, key general competencies include civic, social, cultural, digital, entrepreneurial, ethical.

Clause 6 presents a description of the director's job functions with an indication of conventional designations. The professional standard is codified.

All the competencies specified in it are interrelated, mutually conditioned and necessary for carrying out professional activities at a high professional level. Key positions of the Professional Standard must be taken into account in the process of developing programs for training specialists and improving the qualifications of pedagogical workers. The data presented in a codified format on labor functions and related professional competencies and relevant knowledge, abilities, and skills are arranged in such a way that it allows convenient use in the development of professional

development programs, improvement of the qualification level, and self-improvement of pedagogical workers.

Thus, group A includes the labor functions of organizing a healthy, safe, developmental, inclusive educational environment, which are carried out through the ability to ensure compliance with the rules of safety, civil protection, organize the activities of the psychological service and socio-pedagogical patronage, design and analyze the effectiveness of the organization of the educational space in the preschool education institution etc. Group B is represented by a function of a purely managerial nature and involves the ability to effectively carry out financial and economic activities, organize and control medical care, nutrition, personnel management and the ability to effectively interact in a team. The labor functions of group B (continuous personal and professional development) include the specialist's ability to self-reflect, plan and implement individual professional development and self-education, etc. The Professional Standard also outlines the labor function of partnership interaction and leadership, which provides for the teacher's ability to adaptability and stress resistance, quick response to changes during professional activity, which becomes especially relevant in wartime conditions. The ability to self-regulate and tolerant, ecological interaction with the participants of the educational process is also mentioned here. The implementation of the labor function of the strategic development of the preschool education institution is made possible by the ability of the head of the educational institution to develop the institution's strategy taking into account the interests and needs of all participants in the educational process, ensuring the functioning of the internal system of ensuring the quality of education, the ability to be guided by the legislation of Ukraine in management activities, to observe academic integrity, etc.

Clause 7 of the Professional Standard describes labor functions in relation to the knowledge, abilities and skills of the preschool education institution's head, taking into account the specifics of professional competences and work tools.

In the document, the main attention is paid to the professional competences of the specialist. Professional competences are a set of knowledge, abilities and skills,

professionally significant personal qualities that ensure the ability to perform work functions at a certain level, defined by the relevant professional standard.

The following are defined as the necessary professional competencies for the preschool education institution's head:

• health-preserving;

• design;

• operational management of a preschool education institution;

• organizational and methodical;

• communicative;

• ability to learn throughout life;

• information and communication;

• leadership;

• emotional and ethical;

• strategic management and development of preschool education institution;

• strategic communication;

• normative and legal.

It should be noted that in the post-war period, the preschool education institution's head was given such tasks that require the specialist to develop a number of competencies that are necessary for this period and are determined by the circumstances. Thus, the head/director of the educational center today must be able to organize a safe educational environment for children, to adjust the educational process remotely, to make the necessary decisions mobile in crisis situations, etc. These and other competencies are reflected in the Professional Standard, but the need to develop further methodical materials taking into account the realities of the post-war period is becoming urgent.

Use of the Professional Standard by the founders of preschool education institutions

In accordance with Article 31 of the Law of Ukraine "On Preschool Education", the head of a preschool education institution is appointed and dismissed by the founder(s) or a body authorized by him / her. In the process of forming a regulation on

the competition for the position of the preschool education institution's head, the founders need to focus on the list of general and professional competencies outlined in the Professional Standard.

When developing the job description of the preschool education institution's head, one should take into account labor functions, professional competences (by labor action or a group of labor actions included in them), knowledge, abilities and skills specified in the Professional Standard. For example, in the section of the job description, where the main tasks and responsibilities of the manager are prescribed, it should be noted that the performance of such professional duties as ensuring compliance with sanitary and hygienic, fire prevention standards, requirements for labor protection, civil protection and life safety, provision of conditions for the organization of the educational process, physical and mental development of children is possible under the conditions of developed health-saving professional competence, which is specified in the Professional Standard first (according to the codification of the standard – A 1).

The level of professional training of a pedagogical worker and his suitability for the position of director is also determined with reference to the content of the Professional Standard.

One of the powers of the founder is the organization of material support for the activities of pedagogical workers in the field of preschool education, their training, retraining, advanced training and certification.

The founders of the preschool education institution must provide the heads of the educational institutions with the necessary objects and means of work (equipment, equipment, materials, tools) for the full performance of their professional functions, in every possible way contribute to the continuous professional self-improvement of pedagogical employees of the educational institutions, increase their qualifications, provide support in organizational, material, legal and other issues.

The founder must provide the necessary conditions for the preschool education institution's head regarding his professional growth, promote the improvement of his qualifications in accordance with the requirements of the Professional Standard. It

should be noted that when certifying a manager for the position he holds, it is necessary to focus on the Professional Standard as well.

There is currently no tool to assess the professional activity of a manager based on the Professional Standard. Therefore, we do not recommend using it for evaluation at the implementation stage when you will conduct certification. It is advisable to focus on the development function of the Professional Standard.

However, you can use Chapter IV "Management processes of a preschool education institution" of the Methodological recommendations on the formation of an internal system for ensuring the quality of education in preschool education institutions, which define indicative criteria and indicators for evaluating the head.

Use of the Professional Standard by preschool education institutions' managers (directors)

The professional standard should become a road map of professional development for the manager. Having studied its norms, it is possible to assess the quality of the performance of labor functions, the development of certain competencies, outline ways to improve professional skills, plan professional development, create a high-quality internal system for ensuring the quality of education, etc.

It is important to weigh goals and priorities, to build one's own position, focused primarily on self-development; to realize that the success of professional growth will depend on the objectivity of self-assessment.

A manager's self-assessment should be carried out not in order to find shortcomings, but in order to find resources and opportunities for professional development.

An essential feature of a manager is his uniqueness. He should be a guide of pedagogical skills, a philosopher of the educational process.

It is impossible to provide high-quality educational services in a preschool education institution without transitioning to proactive personnel management, which will ensure optimal use of human resources and professional development of teachers. So, using the Professional Standard, the director will be able to clearly imagine his job

duties, outline the ways of their fulfillment, and plan the institution's development strategy. The manager should start setting up the process in the institution from himself, later from the team, clearly informing about his expectations, his vision of development.

Creating an internal system is a strategic decision of an educational institution.

It can help improve its overall effectiveness and provide a solid foundation for initiatives for its effective and sustainable development.

The internal system is a tool that will make it possible to develop the institution, provide and adjust the processes of its educational activity.

When creating or developing an internal education quality assurance system, we recommend using the Director's Guide "How to Create an Internal Education Quality Assurance System".

A teacher who applies for the position of the preschool education institution's head must orient himself to the requirements of the Professional Standard. Since it outlines the professional requirements for the position of the preschool education institution's head, working conditions and tools, specifies the list of competencies (general and professional) necessary for the full performance of professional activities, it gives the opportunity for applicants for the position of head to prepare in advance, plan this process and choose tools for development professional competences taking into account individual characteristics.

Use of the Professional Standard by subjects of professional development

The procedure for improving the qualifications of pedagogical and science-pedagogical workers, approved by the Resolution of the Cabinet of Ministers of Ukraine dated August 21, 2019 № 800 (hereinafter referred to as the Procedure).

Paragraph 6 of the Procedure defines the following forms of professional development:

• institutional: full-time (daytime, evening), extramural, remote, online;

• dual,

• at the workplace,

• mixed.

The main types of professional development are: training under the professional development program; participation in seminars, workshops, trainings, webinars, master classes, etc.

According to paragraph 9 of the Procedure, the subject of professional development can be an educational institution (its structural division), a scientific institution, another legal or natural person, in particular, an individual entrepreneur, who conducts educational activities in the field of professional development of pedagogical and / or scientific and pedagogical employees.

During the development of training programs, as well as various non-formal education activities, training subjects should focus on the Professional Standard and take into account which competencies are the most relevant at the moment and require special attention.

In the post-war period, in connection with remote work, an important direction is for the manager to master digital literacy skills, protect his digital profile, use safe Internet sources, master digital security skills, independently develop and fill in professional information content, etc. A modern head of educational institutions must confidently and critically use digital technologies and resources, a digital educational environment in professional activities, everyday life, and communication, as stated in the Professional Standard.

According to the results of training in advanced training programs, the professional and general competences laid down in the Professional Standard should be developed and formed.

Regional institutes of postgraduate pedagogical education are a powerful resource in the system of professional development of pedagogical workers. On the basis of these institutions, a manager can, according to a certain schedule, improve his professional level and take advanced training courses according to the procedure established by law. In the process of developing professional development programs, we recommend relying on the Professional Standard of the preschool education institution's head (director).

Professional development programs are approved by professional development entities. The programs contain a list of competencies aimed at acquisition or development. In order to specify the competencies that the professional development program is aimed at improving, and for the purpose of understanding by the teaching staff which competence the experts plan to develop, it is recommended to use the codification of the preschool education institution's head and to formulate the names of the competencies in accordance with the standard.

2.2. Strategy and tactics of heads of preschool education institutions' organizational activities

It is advisable to consider the managerial competence of the head of a preschool education institution as a dynamic, unfinished, integral personal and professional characteristic, which is manifested in knowledge, desire, readiness and ability to perform organizational and managerial functions in a preschool education institution professionally, to solve complex professional tasks effectively.

Various aspects of the problem of managerial competence of managers of preschool education institutions were reflected in the works of such scientists as O. Zaichenko (management of a preschool education institution in modern conditions), O. Kononko (characteristics of the head of a preschool education institution), K. Krutiy, T. Horyunova (management the culture of the future teacher of a preschool education institution), L. Zagorodnya (formation of readiness for management in a preschool education institution), T. Makhinya (development of preschool education institution heads' managerial skills), R. Shapoval, L. Kisielova (formation of preschool education institution head's managerial competence) etc.

Based on the analysis of modern research in the field of professional education, we highlight the following components of managerial competence:

- cognitive (complex of managerial knowledge and understanding of the essence of managerial activity in the field of professional education);

- motivational and value (set of values and motives of managerial activity);

- communicative (combination of professional and personal qualities and communication skills);

- organizational and operational (a set of management skills and skills for practical solutions to complex management tasks).

We describe the content of each of the selected components.

The cognitive component contains a set of knowledge about management activities, understanding the essence of managing children's development and upbringing, the staff of the institution, the educational process in preschool education institutions.

In the pedagogical dictionary of S. Honcharenko, the concept of "knowledge" is interpreted as a special form of "assimilation of the results of knowledge, the process of reflecting reality, which is characterized by awareness of their truth".

The cognitive component of managerial activity in a preschool education institution is manifested at the level of psychological-pedagogical and theoretical-methodical training, reflects managerial pedagogical thinking; thoroughness, systematicity of managerial knowledge in the field of education in general and preschool one in particular, the ability to apply them when solving pedagogical and managerial tasks.

The cognitive component contains knowledge of a theoretical (declarative) and methodical nature: a set of knowledge necessary for a preschool education institution's head to carry out management actions; a set of knowledge of the psychological and pedagogical nature of preschool education; knowledge that constitutes the regulatory and legal basis of the activity of the manager of a preschool education institution; modern technologies of preschool education; basics of inclusive education; knowledge of methodical work in a preschool education institution, knowledge of information technologies, their possibilities for solving tasks from other fields of knowledge.

The motivational and value component of managerial competence involves the formation of value attitudes regarding the implementation of managerial activities, motives and needs in the performance of managerial functions, awareness of the humanistic values of one's work, the need for professional development and formation,

self-education, and the desire to carry out managerial activities creatively and innovatively.

Therefore, it can be assumed that the motivational and value component of managerial competence is related to the formation of a complex of interrelated motives in preschool education institutions' heads, which indicate the presence of a positive emotional attitude to managerial activities; assessment of activities that best correspond to personal interests, goals, aspirations (vocation), individual abilities, opportunities for self-realization and self-affirmation; awareness and awareness of interest in the process and content of managerial activity, the need to participate in their solution, understanding its purpose, mission, significance of the result of managerial activity; aspirations to benefit society, the team, to improve both personal and institutional image, self-education, acquisition of knowledge related to management activities; understanding the need for innovative and practical activity; visions of professional prospects, etc.

The organizational and activity component involves mastering a set of professional-pedagogical and managerial abilities and skills that ensure effective pedagogical activity, solving complex managerial tasks.

A thorough analysis of management skills was carried out by T. Mohinya, grouping them according to the affinity of content: prognostic, projective, constructive, organizational, communicative, etc. The scientist attributes the ability to achieve the goal of managerial activity to the preschool education institution head's managerial skills, which is ensured by the manifestation of personal qualities and conscious application of professional knowledge and skills in particular.

The organizational and activity component includes manager's informational and analytical, planning and forecasting, organizational, operational and professional and personal skills.

The information and analytical skills of the preschool education manager include the ability to analyze, systematize, critically evaluate information and formulate complex analytical conclusions.

The planning and prognostic skills of a preschool education institution's manager include the ability to carry out pedagogical and prognostic analysis, to determine strategic and tactical goals of managing a preschool education institution; respond to changes; generate and implement promising ideas; design a complex of educational goals and tasks; develop curriculum documentation; design, adapt and apply individualized, activity-oriented and person-oriented technologies, management methods, plan the institution's activities, etc.

Organizational skills include the ability to organize the activities of a preschool education institution; to organize interaction with the external environment, parents, the public; create an effective management team; prepare and make effective decisions in conditions of uncertainty, etc.

Professional and personal skills include the ability to establish interpersonal relationships; to coordinate one's own actions with the actions of all members of the educational process; to choose the optimal communication style in various business situations; to choose the right direction and forms of activity for professional growth, self-improvement and self-development; to maintain own authority.

Therefore, the organizational and operational component of the preschool education institutions heads' managerial competence is an interconnected complex of managerial abilities and skills that ensure the effective implementation of managerial functions.

The communicative component of managerial competence provides the ability to solve professional tasks with the help of communication.

The manager's communicative function contributes to solving management tasks, making management decisions, and the professional growth of the manager and his employees. It is communication that is an important means used by pedagogical workers during the performance of professional functions.

Therefore, the communicative component of managerial competence involves a set of skills and abilities necessary for effective communication, fluency in verbal and non-verbal means of social behavior, forecasting the situation, choosing an effective

communication strategy and tactics, the ability to regulate the relationships of participants in the pedagogical process, predict and resolve conflict situations, etc.

Indicators of the formation of the main components of the preschool education institution head's managerial competence require further analysis and characterization.

Considering the system of indicators as an ideal model of the researched personal and professional characteristics of the head of a preschool education institution, with which a real phenomenon is compared and the degree of its conformity to the model is established, it can be said that the main function of the allocation of indicators of the formation of managerial competence is an assessment of the degree of realization of the set goal, and diagnostics – establishing deviations of the properties of the object from the accepted sample.

The structure and content characteristics of indicators of the formation of preschool education institution head's managerial competence are shown in table 4.

Table 4

Indicators of the formation of preschool education institution head's managerial competence

Indicators of the formation of preschool education institution head's managerial competence	Content characteristics of indicators of the formation of preschool education institution head's managerial competence
Cognitive component	
Knowledge of the laws and principles of management activities in a preschool education institution, the ability to understand, analyze and evaluate situations that arise in management activities	The cognitive component of managerial competence involves the presence of: Knowledge of: - theories and practices of preschool education, regularities and trends of its development, organization of the educational process in a preschool education institution using modern means, methods, techniques, technologies;

	- traditional and innovative technologies of educational process methical support in the preschool education institution;
	- modern methodological developments and achievements of domestic and foreign teachers in the field of preschool education;
	- funding sources, income and expenditure estimates as the main planning and financial document, its structure, financing principles, indicators and control figures for drawing up the estimate; rules for maintaining and storing financial documentation;
	- legislative framework, legal documents regulating the activities of preschool education institutions;
	- principles, tasks and content of administrative, methical, project, educational activities in preschool education institutions.
	Skills:
	- applying in practical activities the achievements of modern scientists (blighty and foreign) and practicing teachers, directing them to the personal development of each preschool child;
	- carrying out reflective introspection of behavior.
Motivational and value component	
The presence of value attitudes regarding the implementation of management activities, motives	The motivational and value component of managerial competence involves:

and needs in the performance of management functions	- positive emotional attitude to managerial activities; - assessment of activities that best meet personal interests, goals, aspirations (vocation), individual abilities, opportunities for self-realization and self-affirmation; - awareness and awareness of interest in the process and content of managerial activity, the need to participate in their solution, understanding of its purpose, mission, significance of the result of managerial activity; - the desire to bring benefit to society, the team, to improve both the personal image and the image of the institution, to self-education, the acquisition of knowledge related to management activities; - understanding the need for innovative and practical activity; vision of professional prospects, etc.
Communicative component	
The ability to solve professional tasks with the help of communication	The communicative component of managerial competence involves: - availability of communication skills, skills of constructive interaction; - developed ability to regulate relationships between participants in the educational process, predict and resolve conflict situations;

	- respect for the personality of each participant in interpersonal relations in the preschool education institution; - fluency in verbal and non-verbal means of social behavior; - forecasting the situation, choosing an effective strategy and communication tactics.
Organizational and operational component	
A set of professional-pedagogical and managerial abilities and skills that ensure effective pedagogical activity, solving complex managerial tasks	Information and analytical skills – the ability to analyze, systematize, critically evaluate information and formulate complex analytical conclusions; planning and prognostic skills – the ability to carry out pedagogical and prognostic analysis, to determine strategic and tactical management goals of a preschool education institution; respond to changes; generate and implement promising ideas; design a complex of educational goals and tasks; develop curriculum documentation; design, adapt and apply individualized, activity-based and person-oriented technologies, management methods, plan the institution's activities, etc.; organizational skills – the ability to organize the activities of a preschool education institution; to organize interaction with the external environment, parents, the public; create an effective management team; prepare and make

	effective decisions in conditions of uncertainty, etc.
	professional and personal skills – the ability to establish interpersonal relationships; to coordinate one's own actions with the actions of all members of the educational process; choose the optimal communication style in various business situations; choose the right direction and forms of activity for professional growth, self-improvement and self-development; maintain own authority.

Summing up, we note that the preschool education institution head's managerial competence is a complex integral personal and professional characteristic, the components of which are theoretical knowledge, practical skills, skills, professional and personal motives and values that ensure readiness for managerial activities. The main components of managerial competence are: cognitive (complex of managerial knowledge and understanding of the essence of managerial activity in the field of professional education), motivational and value (a set of values and motives of managerial activity), communicative (a set of professional and personal qualities and communicative skills) and organizational and operational (a set of management skills and skills for practical solutions to complex management tasks).

2.3. Work planning and mechanisms of preparation and management decision-making in preschool education institutions

The problem of making a management decision is key in management. The competitiveness of the organization depends on how timely the decision will be made, how scientifically based it will be, clear and understandable for the executors, realistic

for implementation. And if the manager and his team during the development of the management decision did not work through each step accurately enough (identification and analysis of the problem – formulation of goals – identification of alternatives – preliminary selection of the best alternative), then mistakes are also possible at the decision-making stage (study and evaluation of alternatives – experimental checking alternatives – choosing a solution), which will eventually lead to the adoption of an ineffective management decision.

Professional managerial activity is defined as a constant process of solving managerial tasks.

The new generation of managers, on whose shoulders will be placed the reconstruction of our country after the war, must be ready to make effective management decisions under any conditions. This requires knowledge of the regulatory and legal basis of the functioning of the preschool education institution, methods of monitoring changes in it, orientation in the socio-economic situation of the country, the ability to meet the requirements of modernity, etc. However, the most important thing is the ability to cooperate with the team to achieve strategic goals. The experience of practical work shows the unpreparedness of novice managers to make decisions, the presence of fear of responsibility or lack of awareness of it.

Therefore, the problem of formation of managerial decision-making skills should become one of the first priority.

Theoretical aspects of management decision-making are widely covered in educational management literature (O. Bodnar, Yu. Kondratenko, V. Kryzhko, B. Litovchenko, O. Marmaza, V. Maslov, S. Nemchenko, T. Pasichnyk, Yu. Petrunya, V. Radul, O. Starokozhko, E. Khrykov and others) and is well known to all involved in the field of management. Interactive methods and technologies, among which the case method is singled out, are considered effective among the means that ensure the formation of decision-making skills, in particular, managerial decision-making. In Ukraine, I. Bogdanova, G. Kanishchenko, V. Matirko, E. Mykhaylov, V. Polyakov, Yu. Tkachenko, O. Sydorenko, Yu. Surmin, P. Sheremet and others considered the

general theoretical and methodological principles of using modern case technologies in the educational process.

In order for the process of forming managerial decision-making skills to be effective, it is necessary to clearly understand the essence of the used categories and the actual decision-making process. Thus, to understand the concept of "management decision", we use the definition of a number of scientists: "it is a creative act of the subject of management (individual or group), which determines the program of collective activity with the aim of effectively solving existing problems on the basis of objective knowledge of the laws of the functioning of management system and analysis of information about its condition". At the same time, scientists emphasize that any decision made will have negative consequences, at least for certain parts of the organization. That is why the management of an educational institution must be considered systematically and take into account the possible consequences for all its parts.

Researchers and practitioners in this field describe the phases of decision-making and offer methods and models of the process of creating and implementing decisions, but no attention is paid to the practical component – the actual development of managerial decision-making skills. For a novice manager, the decision-making process without previous practical experience takes the form of an exam, since there is theoretical knowledge, but there is no skill in its practical application. On the basis of this, a certain contradiction arises, which needs to be resolved already at the stage of training future specialists in this field.

Scientists and practitioners are unanimous in the fact that it is interactive methods that are effective in forming managerial decision-making skills, which include a number of such methods:

1. The "good idea" method. The field of application of the method is management psychology. Presupposes the manifestation of intuition, which contributes to the clear formulation of the problem, and therefore to its solution.

2. The "brainstorming" method. The essence of this method is the generation of ideas by the participants of a specially created group led by a specialist.

3. The method of synectics (the method of connecting diverse things) has a lot in common with the "brainstorming" method, but it differs in the organization of the work of a creative group, which is formed to solve a specific problem.

4. Method of diaries. If the management task is classified as complex and as such that its solution requires a significant tension of creative efforts over a long period of time, a special group of experts is created, the members of which are allowed to work both collectively and individually. Every day for one or two weeks, each of them records their observations and formulates conclusions about the possible solution to the task. The results of this work are discussed at a joint discussion. In order to generalize observations, considerations, proposals for formulating the topic of the discussion, the manager can personally familiarize himself with the notes in each diary.

5. The Delphi method is used in the case when the solution of the problem involves proposing and justifying alternatives, observing the stages.

6. Method "635". This is one of the variants of the "brainstorming" method, which involves the gradual development of new solutions and focusing only on the main ideas. The method is implemented in the following way: the main ideas come to the members of the group in turn; they add their thoughts about a possible solution to the problem. Each of the six members of the creative group is offered special blanks on which 18 ideas are displayed (6 people × 3 ideas). After filling out (it takes about half an hour), the forms already contain 108 ideas.

7. Voting method "for – against". The essence is that individual options are chosen from several options, evaluated in points by an expert group (jury).

8. The method of utopian games. This method involves the active participation of the creative group in solving the formulated problem.

9. The Delbecque method is used to solve tasks that require knowledge in various fields and involves an active creative approach to solving group problems by each person.

Methods of solving managerial tasks and making managerial decisions, such as the method of control questions, the method of morphological analysis, the method of role-playing, etc., are much less often used.

The case method in this list should occupy one of the prominent places, since its very essence involves the analysis of real professional situations (cases) that have already occurred and have a solution - as a valuable experience of success or failure. In institutions of higher education, this method has been used quite effectively in recent decades. However, it does not actualize the necessary decision-making mechanisms. Therefore, it cannot be a leader in the formation of managerial decision-making skills.

We are convinced that this method provides a method for solving educational management problems.

In pedagogical and reference literature, the terms "educational management task" and "management task" (by analogy with a pedagogical task) are missing. Therefore, by "educational management task" we understand a conditional or professionally oriented situation taken from practical experience that requires the adoption of a management decision with a specific goal, and the process of solving a management problem will be considered as a means of learning to form the skill of making a management decision under given conditions.

The need to make a decision may arise due to the following circumstances:

• external – for example, orders of education management bodies, the Ministry of Education and Science of Ukraine, regulation of relations with higher educational institutions, public organizations, etc.;

• internal – encouragement of employees, violations of labor discipline, according to the results of internal school control.

Solutions can be classified according to many features:

• by frequency of acceptance: one-time (random), multiple (constantly recurring);

• by term of validity: long-term, medium-term and short-term;

• by breadth of coverage: general, thematic and highly specialized;

• by form of training: individual, group, collective;

• by complexity: simple and complex;

• according to the regulations: contour, structured, algorithmic.

Outline decisions only roughly indicate the scheme of actions of subordinates and give them a wide space for choosing the means and methods of their implementation.

Structural ones involve strict regulation (restriction) of actions of subordinates.

Algorithmic ones strictly regulate the activities of subordinates and practically exclude their initiative.

There is another classification (according to Meskon) of management decisions.

Organizational decisions are choices that must be made by a manager who fulfills his duties, which are determined by his position. They can be programmed and unprogrammed. In the first case, the number of possible alternatives is limited, in the second case, it is wide enough.

In almost all cases, it is difficult for a manager to make a decision, sometimes impossible, that will not have negative consequences. Therefore, it is necessary to remember that:

1) it is usually easy to make a decision, but it is difficult to make a good decision;

2) decision-making is a psychological process, so it can be argued that it is intuitive (based on judgments) or rational in nature.

An intuitive decision is a choice made only with confidence that it is correct (fig. 1.). This is a choice based on knowledge and accumulated experience. A rational decision (fig. 2) does not depend on past experience.

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┌─────────────────────────────────┐
│   Registration (awareness) of the  │
│     problem by the manager        │
└─────────────────────────────────┘
                 ⇓
┌─────────────────────────────────┐
│  A selection of solutions that are contained in  │
│   the memory of the subject of management   │
└─────────────────────────────────┘
                 ⇓
        ┌─────────────────┐
        │  Making a decision  │
        └─────────────────┘
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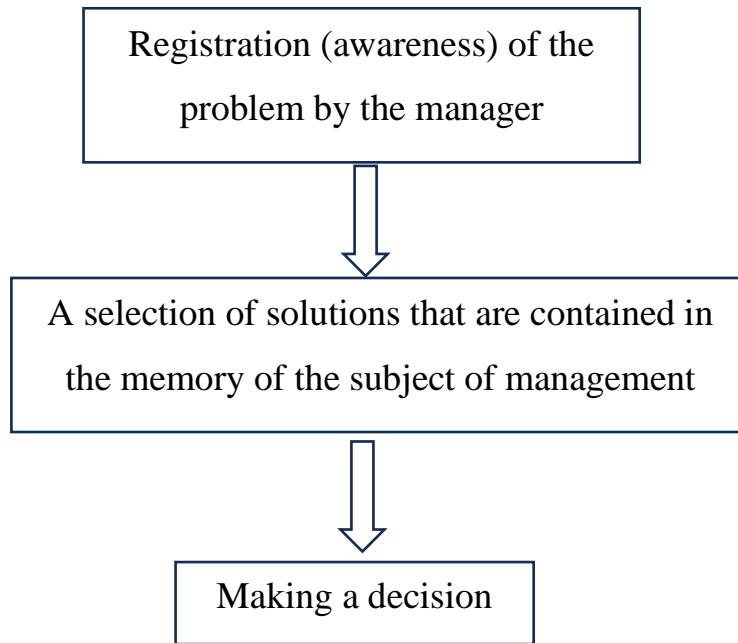
Fig. 1. Scheme of intuitive decision-making technology

Many factors influence the decision-making process. Among them there are:

• limitation or sufficiency of information possessed by the manager regarding a certain issue;

• the presence of risk, because there is always a possibility of making a decision that will adversely affect the further activity of the institution as a whole or its individual units;

• time;

• conformity of the management structure and mission of the organization to this or that decision;

• decision-making environment;

• effective communication in the decision-making process;

• personal qualities and behavior of the manager;

• the degree of support of the manager by the team, etc.

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┌─────────────────────────────────────┐
│        Diagnosing the problem       │
└─────────────────────────────────────┘
                  ⇓
┌─────────────────────────────────────┐
│  Accumulation of information on the  │
│              problem                 │
└─────────────────────────────────────┘
                  ⇓
┌─────────────────────────────────────┐
│    Development of alternative options│
└─────────────────────────────────────┘
                  ⇓
┌─────────────────────────────────────┐
│     Evaluation of alternative options│
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                  ⇓
┌─────────────────────────────────────┐
│           Making a decision          │
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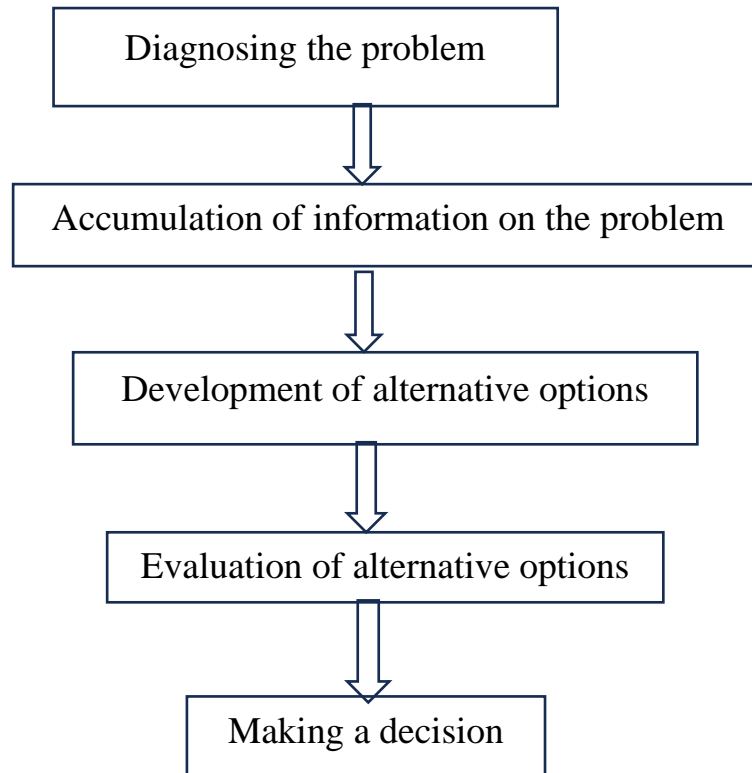
Fig. 2. Scheme of rational decision-making technology

The decision-making process is complex and multifaceted. It includes a number of stages and operations. The classic approach to making a management decision consists in the implementation of a certain procedure and mandatory actions.

Let's consider the content of each of the stages of the decision-making process:

1) Diagnosing a problem is identifying a problem, establishing its importance based on the available information, clearly and comprehensibly formulating the problem, and evaluating it. Correctly defining the problem means half solving it.

2) Accumulation of information about the problem - search, collection, study of information, analysis of facts, identification of contradictions, difficulties. Scientist Russell Ackoff noted that managers suffer from an excess of information that does not relate to a specific problem. Therefore, he considers it necessary for managers to be able to see the difference between necessary (relevant) and inappropriate information and to be able to separate one from the other. The reliability of the information depends

on how clear and honest the relationships in the team are. If the manager does not encourage honesty, then the workers will report what their boss wants to hear.

3) Determining alternatives – searching, compiling a list and describing all possible options for actions that provide a solution to a problem situation. This stage can be divided into separate sub-stages:

• determination of possible decision options, their justification;

• determination of the type of decision (order, recommendations, plan, etc.);

• determination of the persons responsible for the implementation of the decision;

• provision of conditions for implementation of the decision.

4) Evaluation of alternative options – checking each found alternative for feasibility. Evaluating possible solutions, the manager tries to predict what will happen in the future. The future is always uncertain. Many factors (external environment, impossibility of implementing the solution) can prevent the implementation of the planned. Therefore, if the consequences of a decision are favorable, but the chance of its implementation is low, it may become a less desirable choice. The manager includes probability in the assessment, taking into account the degree of uncertainty, risks.

5) Decision-making – comparing alternatives according to the expected effects of their implementation and choosing the best alternative. If the problem is correctly defined, alternative solutions are carefully weighed and evaluated, making a choice, that is, making a decision, is relatively simple. The manager chooses the alternative that will have the most favorable consequences. If the problem is complex, many trade-offs must be considered, and if the information and analysis are subjective, it may happen that no alternative is better. In this case, the manager relies on his experience.

We would like to note that the real value of the decision becomes obvious only after its implementation. The chances of effective implementation increase significantly when all employees participate in decision-making and implement the decision that was chosen as final. There is no solution for efficiency's sake, and you don't need to spend time on it.

Feedback also plays an important role in decision-making. A control system is needed to ensure that actual results are consistent with what is expected at the time of decision making.

In the practice of decision-making, the question of the feasibility of applying an individual or group (collective) approach to the decision-making procedure often arises. The model aimed at solving this issue was developed by R. Roskin. It has the form of a decision tree, which includes 4 variable factors:

• time factor;

• the degree of the manager's trust in subordinates;

• the importance of making the right decision;

• the importance of obtaining the subordinates' consent to implement the decision.

When time is a critical factor, the decision is made individually in the form of an order. The manager makes this decision independently and informs subordinates about its content. When there is time for reflection, it is necessary to take into account the following factor – the degree of the manager's trust in subordinates:

• if it is high enough, the director can use the "consultation" style, that is, show interest in the opinions of subordinates regarding the ways and means of solving the problem;

• if the degree of trust is low, it is necessary to take into account the following two factors: the required quality of the decision and the degree of agreement of subordinates to implement the decision.

The mechanism for choosing a decision-making style in this case is described in the table 5.

Table 5

The influence of the type of problem on the choice of decision-making style

Problem type	Problem solving style
When:	What:
1. The quality of the solution is more important than the presence of consent to implement it	1. Order. The manager makes decisions independently of others using the information he has
2. Consent to implement a decision is more important than its quality	2. Consensus. Group decision-making using the information and ideas of all group members
3. Quality and compliance are equally important	3. Consultations. The decision is made by the manager, who uses the opinions of subordinates
4. Neither quality nor agreement is critical	4. "Stamping decisions". The decision is made in the easiest and fastest way – "stamped"

In management, there are certain requirements for a management decision:

• scientific validity;

• brevity and clarity of wording of the document's provisions;

• timeliness of appearance (relevance);

• addressability (who is addressed, who will read and who will perform, who will be affected by the consequences of performance);

• concreteness of the definition of the results expected from the activity, the terms of execution and the persons performing it.

Let's remind that the basis of management decisions should be legal, pedagogical and psychological norms.

Organizations are complex systems, decisions are made by people, and therefore there are a number of factors that influence decision-making. Let's consider some of them: personal assessments of the manager, decision-making environment, level of

risk, uncertainty, time and environment of the organization, information limitations, behavioral limitations, negative consequences, interdependence of decisions.

1. Manager's personal assessments. Each person has his own value system that determines his actions and influences the decisions he makes. This affects the means by which decisions are made. The manager, for whom the main thing is profit, will not reconstruct the enterprise to make it convenient for the employees.

2. Decision-making environment. The decision-making environment is characterized by more or less uncertainty. Risk must always be taken into account when making a decision. Risk refers to the level of uncertainty with which the outcome of the decision can be predicted. One can talk about certainty as a decision-making factor if decisions are made in conditions where the manager knows exactly the result of each of the alternative choices. Decisions made under conditions of risk include those whose outcomes are not determined, but the probability of each outcome is known.

The staff is obliged to consider the level of risk as the most important factor. There are several ways for the organization to obtain relevant information that allows objective risk calculation (scientific publications, statistics, surveys). Probability will be determined objectively if enough information is available to make the prediction statistically reliable.

Uncertainty is characterized by new, complex factors regarding which it is impossible to obtain complete relevant information (for example, rapidly changing circumstances). In this case, the manager can:

• get additional relevant information and analyze the problem once again, thereby reducing its novelty and complexity;

• act based on experience, judgement, intuition and predict the probability of events. (This should be done when there is not enough time to collect additional information.)

Decisions should be made and implemented as long as the information and assumptions on which the decision is based are relevant and accurate.

Taking into account the time factor sometimes forces managers to rely on judgment or even intuition instead of the rational analysis they would normally choose.

It is necessary to take into account the possibility of getting ahead of the decision in time.

3. Information limitations. Information is needed for a rational solution to the problem. Sometimes it is unavailable or expensive. Therefore, the manager must decide whether the benefit from additional information is significant, how important the decision itself is, whether it is associated with significant resources of the organization or with insignificant money (the cost of information should include the time of the manager, the time of subordinates, the time spent on gathering information, the services of external consultants, etc.).

4. Psychological limitations. The scientists came to the conclusion that numerous psychological factors and personality traits of each manager have a certain influence on the decision-making process.

Managers often have different perceptions of the existence and importance of a problem. This leads to conflicts when making decisions. Managers give a different definition of the same problem depending on the level of management (position of managers). For example, a manager supports a project because he previously supported it, or because he did not support it before, and now he opposes it, or because this project is proposed by a manager who is not (in his opinion) an expert on this issue.

5. Negative consequences. The problem of the decision-making process is to compare the minuses with the pluses in order to obtain the greatest overall gain.

Making a management decision is very often the art of finding an effective compromise. The gain in one is almost always at the expense of the other. However, some negative consequences cannot be allowed (violation of the law or ethical norms). In such cases, when the criteria for decision-making are chosen, negative consequences should be understood as limitations.

6. Interdependence of decisions. Significant decisions have consequences for the organization as a whole, not just for a single department. Managers who are at the lower levels of power, but are able to see such interdependence of decisions, that is, see the "whole picture", very often become candidates for promotion.

Effective decision-making is necessary for the performance of managerial functions. Scientific approaches to decision-making make it possible to increase the effectiveness of the organization's functioning. The fundamental procedure of any scientific research is the method, which consists of the following steps: observation, hypothesis formulation and verification.

1. Observation. This is an objective collection and analysis of information on the problem and situation.

2. Formulation of the hypothesis. By formulating a hypothesis, the researcher identifies alternatives – options for actions and consequences for the situation, and also makes a forecast based on these observations. The goal is to establish the relationship between the components of the problem.

3. Verification. The researcher tests the hypothesis by observing the results of the decision made. Therefore, if the manager can increase the inventory by the amount recommended by the staff specialist and if the inventory does not decrease or increase excessively, the hypothesis should be accepted as correct.

There are many methods of making managerial decisions, which we will consider further. Depending on the information conditions in which management decisions are made, the methods are divided into three large groups:

Methods used in conditions of complete certainty of information about the decision-making situation (these include analytical methods and methods of mathematical programming);

Methods used in conditions of probabilistic certainty of information about the decision-making situation (among them the same methods of mathematical programming and statistical methods);

Methods used in conditions of uncertainty of information about the decision-making situation, which mainly include game-theoretic methods.

Payment matrix. The essence of every decision made by a manager is the selection of the best of several alternatives based on previously established criteria. The payment matrix is one of the methods of the statistical theory of decisions, useful if the manager determines which strategy will most contribute to the achievement of

goals. Scientists have come to the conclusion that this method can be generalized: the payment is presented as a monetary reward or benefit, which is a consequence of a specific strategy in combination with specific circumstances. If payments are submitted as a table (or matrix), then you can get a payment matrix.

In general, the matrix means that the payment depends on certain events that actually occur. If such an event does not actually occur, then the payment will be different.

The payment matrix is useful in the following cases:

- there is a limited number of alternatives or strategy options to choose between;

- what may happen is probably unknown;

- the results of the decision depend on which alternative is chosen and which events take place.

A decision tree is a popular method of management science for choosing the best course of action from several options. A decision tree is a schematic representation of the decision-making problem described above. Like the payment matrix, the decision tree gives the manager the opportunity to consider different courses of action, compare financial results with them, adjust them according to the probability assigned to them, and then compare alternatives. The "decision tree" method can be used in situations where the results of one decision affect subsequent decisions.

The method of expert evaluations is a procedure that enables experts to reach an agreement on the issues under consideration. Experts working in related fields of activity fill out a questionnaire on the problem under consideration. First, they write down their thoughts on the matter. Then each expert receives the answers of other experts. He should re-examine his prediction and, if his prediction does not agree with the predictions of his colleagues, answer why this is so. The procedure is repeated three or four times until the experts reach agreement. All experts must work anonymously. This fact avoids conflicts due to differences in the status of experts.

"Brainstorming" method (joint generation of new ideas and their subsequent adoption). The main condition of the method is to create the most favorable conditions for the free generation of ideas.

Brainstorming takes place according to a certain plan and following the following basic rules:

- everyone participates;

- everyone discusses and expresses their opinions and listens carefully to others;

- everyone has equal rights;

- everyone contributes to the peaceful resolution of conflict situations that arise during the discussion;

- teachers do not participate in the discussion, but observe the work of the groups.

The main principles of brainstorming are:

do not criticize - you can express any opinion without thinking that it will be wrong or unsuccessful;

stimulate initiative, and the stranger the idea seems, the better;

strive for the greatest number of ideas;

it is allowed to change, combine, improve the proposed ideas (own and others).

After the work of the subgroup of idea generators is completed, the subgroup of critics begins to work. It analyzes, evaluates, synthesizes the proposed ideas, selects those that provide a solution to the problem.

It is proposed to implement the brainstorming method according to the following scheme:

The first stage is preparation for solving the problem.

Tasks of the organizer (leader): informing group members about the research topic, preparing the aids necessary for registering ideas and their visual representation.

stage II – free expression of ideas.

Tasks of the organizer: familiarization with the rules of conducting an assault, verbal communication and visual display of a clear problem; search for such a definition of the problem, which is defined by all members of the group; intensification of group work in the event that creative tension decreases.

Rules of participants: disputes, criticism and comparative assessment are prohibited; the number of ideas is more important than their quality; other people's ideas can be presented; ideas should be presented in a concise form.

The third stage is the development of the idea.

Tasks of the organizer: giving examples, searching for combinations; presenting a complete list of ideas.

Tasks of the participants: the same as in the II stage.

stage IV – criticism of ideas.

Tasks of the organizer: classification of ideas; ensuring discussion, criticism and quality assessment of each idea; informing about the problems that remained open.

Tasks of the participants: discussion, criticism and quality assessment of each idea; compliance with conditions and satisfaction of needs; the possibility of implementation or its absence; the possibility of realizing the idea immediately or after some time.

After the discussion ("storming"), the representative of the group reports on the conclusions reached by the group.

The Delphi method (the name of the method comes from the name of the city in Greece, Delphi, which was glorified by sages – soothsayers of the future). The Delphi method is a multi-level questionnaire procedure. After each round, the survey data are processed and the results are reported to the experts with an indication of the grades. The first round of questionnaires is conducted without arguments; during the second round, an answer that differs from the others is subject to argumentation or may change the experts' assessment. After the stabilization of the evaluations, the survey is stopped and the proposal proposed by the experts or the adjusted decision is accepted.

Three features distinguish this method from the usual methods of group interaction of experts: anonymity, use of survey results, statistical characteristics of the group response.

Anonymity implies that the groups are unknown to each other during the survey procedure. In addition, the interaction of group members when using questionnaires is completely eliminated.

Experts first get acquainted with the results of the preliminary survey, after which they give their own assessment of the given data. The statistical characteristic of the group response takes into account the opinion of the entire group of experts.

The Delphi method is implemented through the stages of the questionnaire, which are called the survey round.

The first round of surveys begins with an unstructured questionnaire that allows any answers. After processing the questionnaires, the results are delivered to the head of the study. Based on the conclusion (forecast) made, a second questionnaire is drawn up.

The second round of the survey begins with the experts receiving a consolidated list of the described events and offering their evaluations. Experts are also asked to give reasons why they think their estimates are correct. After that, the third questionnaire is prepared.

The third round of the survey begins with the experts receiving a consolidated list of events, a statistical description of the experts' opinions, and a summary of arguments. They are asked to formulate new evaluations of each subsequent event. If the score does not fall within the range of scores obtained in the second round of the survey, then the experts are asked to justify their point of view and comment on others.

The fourth round of polling begins and develops in a familiar way, but it is already the last. A forecast – the final conclusion – is formulated.

The "kingi-se" method. The essence of the Japanese (ring) decision-making system – "kingi-se" – is that a draft innovation is prepared for consideration, which is handed over for discussion to persons on a list compiled by the manager. Each person must consider the proposed decision and submit their comments in writing. After that, a meeting is called, to which, as a rule, those specialists whose opinion is not completely clear to the manager are invited. Experts offer their solution according to their individual preferences. If they do not coincide, there is a vector of advantages, which is determined using one of the following principles:

The principle of majority votes – the decision that has the largest number of supporters is chosen.

Dictator principle – the opinion of one person from the group is taken as a basis. (This principle is inherent in military organizations; it is used to make decisions in emergency situations.)

The Cournot principle is used when there is no coalition, that is, the number of solutions equal to the number of experts is proposed. In this case, it is necessary to find a solution that would meet the requirement of individual rationality and would not affect the interests of everyone separately.

The Pareto principle is used to make a decision when experts form a single whole, one coalition. In this case, the optimal solution will be one that is not profitable for all members of the group to change at once, since they are united by this solution in achieving a common goal.

The Edgeworth principle is applied in the event that the group consists of several coalitions, each of which is not profitable to change its decision. Knowing the advantages of the coalition, you can make the optimal decision without harming each other.

The problem of the manager's choice of alternatives is the most important problem in modern management. But it is equally important to make an effective decision. In order for the management decision to be effective, the following factors must be taken into account:

1. Hierarchy in decision-making – delegation of decision-making authority closer to the level at which there is more necessary information and which is directly involved in the implementation of the decision. In this case, the executor of the decision is the employees of the adjacent levels. Contacts with subordinates who are more than one hierarchical level below (higher) are not allowed.

2. Use of target cross-functional groups, to which employees from different units and different organizations are invited.

3. Use of direct horizontal connections during decision-making. In this case (especially at the initial stage of the decision-making process), information is collected and processed without reference to higher-level management. This approach helps to make decisions in a short period of time, increasing responsibility for the implementation of the decisions made.

4. Centralization of management implies that the decision-making process should be under the leadership of one (general) manager. In this case, a hierarchy is

formed in decision-making, that is, each lower-level manager solves his problems (makes decisions) with his direct manager, and not with a higher-level manager, bypassing his immediate manager.

A decision is considered effective if it meets the requirements determined by the situation and the organization's goal.

Decision-making must be effective and correspond to the strengths and capabilities of the team that implements it. In order to achieve the effectiveness of decisions, the methods of bringing the decisions to the executors are of particular importance. Bringing decisions to executors begins with the division of alternatives into group and individual tasks and the selection of executors. Each employee receives a personal specific task that corresponds to his official duties and depends on objective and subjective factors.

Therefore, there are four main reasons for non-implementation of decisions:

1) the decision is not sufficiently clearly formulated by the manager;

2) the decision is clearly and clearly formulated, but the executor did not sufficiently understand it;

3) the decision is clearly formulated, the executor was well aware of it, but he did not have sufficient necessary conditions and opportunities for its implementation;

4) the decision is correctly formulated, the executor was well aware of it, had enough resources for its implementation, but he himself did not internally agree with the version of the decision offered to him by the manager. In this case, the executor may have his own, in his opinion, more effective solution to this problem.

Thus, it can be concluded that the effectiveness of the decision depends not only on its optimality, but also on how this decision is communicated to the executors, and on the personal qualities of managers and executors.

The first impression of the work to be performed is formed by the performer during the receipt and realization of the task. After that, the idea (task model) is refined and enriched through adaptation to the real and objective conditions of the internal and external environment. On this basis, the decision implementation technology (ideal model of the executor's activity in fulfilling the manager's task) is being developed.

In order for the performer's activity model to be performed exactly according to the manager's task, a number of requirements are put forward to it (the model):

1. The completeness of the decision model describes its compliance with the manager's idea, his decision and the tasks set by the manager, as well as the content, structure and conditions of executive activity. It would be good if the model was such that the performer could imagine all the details of the future work.

2. The motivation of the decision model should encourage the active activity of the executor, as well as internal needs for the performance of the task.

3. Resistance to stress and endurance of the model implies the ability of the executor to clearly implement the action plan formed in his mind under any difficult circumstances.

4. The depth of reflection of the original idea characterizes the operative model of activity in view of the development of the dynamics of future activity.

5. Consistency of the decision model is necessary because the executor often acts alone, so his actions in matters of time, place, etc. must be coordinated with the actions of other executors solving other tasks.

6. The accuracy of the model is necessary because, if the idea is abstract, it can be implemented either formally or not at all.

7. The flexibility of the model is a criterion that seems to oppose the previous factors. But there are no immutable structures in nature that are absolutely rigid. Therefore, the problem is to choose the optimal relationship between stability (immobility) and flexibility of the model.

According to the types, management decisions of the head of the school can be operational, thematic, targeted; by forms – oral and written.

Orders, regulations, school work plans, decisions of the pedagogical council, general meetings (conferences), supervisory, methodical councils, etc. are drawn up in writing.

Order

One of the main management decisions, which is often used by the director in his management activities, is the order for the school – an important regulatory

document issued by the head on the basis of sole management. The director can issue an order on all matters within his competence. It is an act of internal management, the actions of which do not go beyond the boundaries of a specific school.

In school practice, orders can be conditionally divided into the following:

• on personnel issues: hiring, dismissal, transfer and transfer to a position, incentives, penalties, etc.;

• on issues of the main activity: organization, order of conducting the educational process;

• normative: approval of the work curriculum, distribution of responsibilities among school employees, "Rules of internal procedure".

The text of the order most often consists of two interrelated parts – ascertaining (preamble) and executive.

The establishing part (preamble) generally contains the following elements: introduction, proof, conclusion.

In the introduction, it is necessary to make a brief introduction to the essence of the issue under consideration. Here it is necessary to indicate the reason that led to the issuance of the order, explain the theory of the issue, briefly describe when and where the issue was studied and checked.

The most important part of the preamble is the proof. Here the essence of the issue is presented, the main facts, events are listed, evidence, explanations, reasoning are created, which can be accompanied by digital calculations, tables, diagrams, references to legislative acts and other materials.

In the last part – the conclusion, the summary of the second part of the preamble (proof) – the purpose of issuing the order is briefly formulated. This can be: correction of deficiencies identified during the inspection and listed in the constituent part; encouragement of employees, dissemination of advanced pedagogical experience; execution of directives of higher authorities, etc.

For the conclusion, adverbial inflections are used, which begin the phrase: "Considering...", "Weighing...", "Based on...".

Thus, the conclusion may sound like this: "Based on the above, in order to correct the deficiencies identified during the inspection, I ORDER:".

The administrative part of the order begins with the word "I ORDER", which is separated from the previous and subsequent parts of the text by interline intervals; it is printed in capital letters. If necessary, the text of the regulatory part is divided into paragraphs. Actions of a homogeneous nature should be combined in one point. Each point of the administrative part begins with the designation of the executor, then the actions to be performed and the terms of their implementation are indicated. In the last paragraph of the administrative part, the persons entrusted with monitoring the execution of the order are indicated.

The order form must have the following details:

• the name of the document is "order";

• place of publication;

• number, index by classifier or nomenclature of cases;

• date of signing the order;

• title ("On the distribution of responsibilities between the administration members");

• text;

• if there are applications – their list;

• signature of the manager or the person who replaces him.

In addition, the names of the employees who prepare the order and the persons with whom the order was agreed are indicated.

The order enters into force from the moment of its signing.

Many management decisions can be made collectively. Subjects of the collective management decision-making process are:

school administration;

school council;

pedagogical council;

temporary or permanent bodies (commissions, creative groups, methodological associations, etc.);

participants in the educational process: preschool teachers, children, parents, preschool employees;

representatives of the local community.

To ensure the effective participation of all the listed subjects in the process of making, accepting, and subsequently implementing decisions, it is necessary to select appropriate technologies for the organization of collective activities in order to achieve the expected results. For this purpose, it is expedient for the head of the school to master interactive technologies of interaction and communication (they are based on the use of interactive learning technologies) and use them in management activities.

Experience shows that the organization of an interactive management decision-making process allows teachers (as well as all other management subjects) to independently solve complex problems, leaving the usual role of observers and consumers in the process of development and functioning of the school.

The use of interactive technologies in the management process allows the manager to:

• make the process more democratic;

• teach the participants of the educational process to formulate their own opinion, express it correctly, prove their point of view, argue and discuss; listen to another person, respect an alternative opinion; to build constructive relations in the group, to determine one's place in it, to avoid conflicts, to resolve them, to seek compromises, to strive for dialogue;

• to analyze a larger spectrum of opinions, an array of information regarding the problem from which a decision is made, to creatively approach the ways of its solution, diversifying them;

• find a joint solution to the problem;

• to develop a sense of community, unity, and responsibility for the decision-making process and its implementation among team members.

However, we must be absolutely aware that the rapid and effective application of interactive methods by all managers is hindered by certain difficulties.

Interactive interaction requires a change in the whole life of the school, as well as a significant amount of time for preparation, both for the leader and for the participants. Some managers find it difficult to reveal themselves to teachers and other participants in the educational process, to express a personal attitude to the problems being solved, to show a certain incompetence in some issues.

In the practice of schools, there are several well-known forms of management collective activity.

A meeting is a form of organizing the work of a permanent body (council, commission, collegium, committee) or group. Usually, the holding of meetings is provided for by the statute of the organization or its regulations (for example, the pedagogical council). It can also be carried out at the initiative of the manager.

A meeting is a form of organization of joint activities of employees, who are gathered by the manager to discuss one or another issue, develop or make a decision. Employees of the same team or unit participate.

Meetings are the general presence of united people aimed at summing up, discussing issues, and making decisions.

To protect yourself and your colleagues from unnecessary waste of time, resources, etc., remember:

1) it makes sense to gather people when it is necessary:

• exchange information;

• reveal thoughts;

• analyze a difficult situation or problem;

• make a decision on a complex (complex) issue;

2) before starting the preparation, it is worth considering whether there is an alternative to holding the meeting:

• the decision of the responsible manager;

• several phone calls or meetings using a selector;

• combining with another event.

Examples of meetings of several pedagogical councils using interactive technologies are given below.

Conference

Surveys show that managers (managers), depending on the level of management, spend 50-70% of their working time at meetings. Meetings are one of the most effective ways to discuss important issues, which allows you to jointly analyze important issues and express your thoughts and suggestions, make the most optimal decisions. The meeting in any organization is usually conducted by its head. Therefore, its results depend primarily on what kind of people he knows how to work with.

The effectiveness of the meeting as a form of collective problems discussion depends on:

• the moral and psychological atmosphere created on it;

• moral and psychological qualities of the leader as chairman;

• the degree of relevance and importance of the problem for the teaching staff and the individual teacher;

• ability to discuss the problem and generate new ideas by each member of the teaching staff;

• compliance with ethical standards by each team member.

Based on the forms of personal participation of the leader and participants, meetings, according to the classification of American researchers, are divided into:

- dictatorial – only the leader leads and actually has the right to vote. Other participants mainly listen and take note of the reported information. They can only ask questions. As a rule, at such meetings, the manager acquaints subordinates with the orders of higher organizations or with his orders;

- autocratic – a type of dictatorial meeting. On it, the leader asks questions to each participant and listens to their answers. Although at such a meeting each participant can express his opinion, most of the time he remains passive;

- segregative – first the manager makes a report, then a discussion is held. But only one or several employees participate in it – at the choice of the manager. Conducting such meetings characterizes the manager as not fully competent and not too conscientious;

- debatable – the most democratic in terms of their structure. They boil down to a free exchange of opinions and the development of a common decision. At the same time, most people can freely express their point of view, openly oppose the manager's opinion;

- free (round table) – do not have a clearly formulated agenda, and sometimes are held without a chairman. A free meeting does not make any decisions. It boils down to the exchange of opinions and is conducted in the form of a conversation between a larger number of participants. Typical for scientists;

- control rooms – are aimed at clarifying the progress of work, establishing who is to blame for problems, and planning measures to eliminate them. Each of the participants has the right to another short (1-1.5 min.) performance-message of the participants of the dispatch meeting. It is desirable that the composition of dispatcher meetings be permanent. A selector, television, etc. can be used for a dispatch meeting.

The following types of meetings are common in educational institutions:

Operational – meetings that are convened urgently to quickly solve an urgent problem.

Problem: the work of a preschool education institution during a flu epidemic.

Discussion of the issue and decision-making is carried out as follows:

1. Announcement by the head of the educational institution of the decision of the governing bodies regarding the functioning of the preschool education institution in the conditions of the influenza epidemic.

2. Preschool teachers' report on children's absence due to illness.

3. Discussion of the epidemic situation in the preschool education institution.

4. Making and making a decision regarding the further mode of operation of the institution.

Work methods: discussion, statistics.

Instructive and methodical – meetings at which the documents and decisions of the governing bodies are brought to the notice.

Thematic – scheduled meetings at which separate issues of the functioning of the educational institution are considered.

Hardware – meetings with a limited number of participants (as a rule, the administration of the educational institution and invited guests participate in them), which consider issues that do not require a collective discussion of the problem.

We make decisions together and individually. Therefore, the depth of the decision often depends on the extent to which each participant of the meeting managed to express his thoughts.

The best decision is worthless if, at the same time as its acceptance, it is not taken care of, that it is implemented, and also if the progress of the implementation of this decision is not controlled. Therefore, after the discussion of the issue is over, the head of the meeting faces the following task:

1) the result achieved at the meeting must be formulated briefly and clearly;

2) it is necessary to mention once again about possible differences of opinion. These disagreements should be presented in such a way that the participants who were in the minority could agree with them without losing their sense of dignity;

3) it is necessary to immediately determine what steps should be taken after the decision is made. Who has what duties? Who is responsible for implementing the decision? Who controls?

Pedagogical council

One of the forms of scientific and methodical work and management of a preschool education institution on a democratic basis is the pedagogical council. According to the regulations, the pedagogical council of the school is a permanent body that considers the fundamental issues of the educational process: the school's work plan, methodical associations of educators, information and reports of employees of the preschool education institution, reports of representatives of various organizations, etc.

Today, the preschool education institution has gained sufficient independence in choosing its own guidelines and target settings. In the conditions of the next reform of education, the role of collective forms of management, including the pedagogical council, is growing. The tasks and content of the Pedagogical Council have been changed and supplemented by normative and legal documents of independent Ukraine.

Democratic forms of intra-school management provide for the inclusion of teachers in solving the full range of important problems of the life and activities of the preschool education institution, taking into account and maximal convergence of the interests of each educator with the interests of the state and society, the introduction of economic levers and incentives in the organization of the joint work of teachers to achieve real educational results work on the basis of improving the style of communication, mutual respect and cooperation, high professionalism and unity of pedagogical views of the teaching staff.

One of the main tasks of the pedagogical council is to create a friendly, efficient pedagogical team, in which everyone would feel responsible not only for the work assigned to him, but also for the entire activity of the school.

Thus, under the conditions of preschool education reform and democratization of preschool management, the pedagogical council became multifunctional. Among the functions it performs, the following are clearly outlined:

• planning and prognostic;

• motivational and targeted;

• diagnostic;

• communication;

• methodical.

According to the target installation, we can identify such kinds of pedagogical councils:

• scientific and pedagogical;

• psychological and pedagogical;

• thematic;

• problematic;

• guidelines;

• final.

Scientific and pedagogical councils are aimed at raising the scientific-theoretical and methodical level, introducing new ideas, research and promising pedagogical experience into the work of a preschool education institution.

Psychological and pedagogical councils familiarize educators with the achievements of psychological science and are aimed at improving the educational impact on the younger generation, improving the structure and relationships between all participants in the educational process.

Thematic councils consider the issue of the effectiveness of educational, educational, and developmental activities.

Problematic councils discuss the implementation of a scientific and methodological problem in the work of a preschool education institution; development of the concept of its development according to the chosen problem.

The guidelines council is devoted to the analysis of the results of the academic year; chooses a scientific and methodological problem or develops further strategies for implementing the chosen problem; discusses and approves the work plan of the preschool education institution for the year.

The final council deals with the transfer of children from preschool education institutions to general secondary education institutions, and the graduation of children to primary school.

Pedagogical councils can be combined. Then two sides are distinguished in their work: scientific-pedagogical (discussion of current issues of the work of the teaching staff) and production-business (approval of the school's annual work plan, consideration of the results of the educational institution's work for the year, graduation and transfer of children).

The effectiveness of pedagogical councils depends on the form and model of its implementation. Today, pedagogical councils held using modern management technologies are considered the most effective.

2.4. Implementation of innovative technologies of managerial activity of heads of preschool education institutions

The implementation of innovative technologies in management activities is a complex process that involves constant updating and improvement of methods, means,

technologies, management content, which ultimately affects the quality of preschool education, contributes to more effective education of a child who strives to creatively approach the solution of various life problems situations and wants to gain new knowledge about the surrounding world. The use of such technologies definitely affects the formation of positive motivation for further education.

The modern stage of development of preschool education is characterized by the rapid pace of introduction of various technologies into work practice, and almost every preschool institution is involved. Innovative transformations acquire a systemic character.

New types, kinds and profiles of preschool institutions, new educational programs are being created, which allow to ensure the variability of the educational process, focused on the individuality of the child and the requests of his family.

Management of a preschool education institution requires the director and his team to change the management paradigm, to apply innovative management technologies alongside traditional innovative approaches. In general, the innovative process is understood as a complex activity on the creation (birth, development), development, use and dissemination of innovations. Any innovation represents the creation and further implementation of a fundamentally new component, resulting in qualitative changes in the environment. Technology, on the other hand, is a collection of various techniques that are used in one or another business, craft or art.

The modernization of preschool education in Ukraine has made corrections in the perception of the nature of the managerial activity of the director of a preschool education institution. It became obvious that the problems of upbringing, education and development of preschool children can be successfully solved only by improving the management system, based on scientific principles, acquiring a high level of professionalism of the heads of preschool education institutions, modifying approaches to the organization of the pedagogical process, improving the qualifications of teachers.

The essence of innovative approaches, principles, management functions and management technologies of educational institutions was revealed by L. Vashchenko,

L. Danylenko, L. Kalinina, Yu. Konarzhevskyi, V. Lazarev, O. Marmaza, I. Osadchy, N. Ostroverkhova, L. Parashchenko, O. Pastovenskyi, N. Pobirchenko and others.

One of the ways to increase the effectiveness of preschool education management is the implementation of innovations in practice. The process of introducing innovations in the field of management ultimately affects the quality of the pedagogical process. Innovations in management make it possible to raise to a higher level the organization, planning and other managerial functions of the director, to develop the self-governing bodies of the preschool institution, to improve the organizational structure of the preschool education institution, etc. All this creates favorable conditions for the professional and creative growth of teachers, affects the quality of the educational process and increases the competitiveness of the preschool institution.

The following management mechanisms are important in the introduction of innovative management technologies in a preschool education institution: provision of conditions for innovative management activities (normative-legal, organizational-management, social-psychological); intensification of innovative management processes through risk stimulation, support of initiatives, creation of an atmosphere of innovative environment; ensuring systematicity and organization of management processes; optimization of information support.

In management, information support and control over the management of information received by the director are of significant importance. For this purpose, it is necessary to create an information service in the preschool education institution.

The organization of marketing research or the creation of a marketing service is closely related to the analysis of information, which also represents an innovation in the activities of a preschool education institution. Marketing research includes internal and external analysis of activities.

The internal analysis allows the director to assess the environment inside the institution (personnel reserves, material conditions), the compliance of educational services with the requests of target groups, prospects in the educational market, the institution's activities in comparison with others.

External one includes an analysis of the educational market, the environment, consumers and the "image of the institution" (the degree of its prestige and recognition, popularity in the professional pedagogical community), gives the director and the team a fairly objective picture of the institution's activities. The result of marketing research is a comparison of the obtained results and the real facts of the activity of the preschool education institution, which will allow to identify problems that need to be solved, to highlight the most significant inconsistencies, and then to determine goals and objectives.

The modern trend of innovation implementation is interactive technologies (a means of democratizing the educational process). Their use involves, in particular, the use of methods that help to acquire intellectual and social skills, democratic behavior, creation of subject-subject relations, involvement in active communicative interaction, establishment of an atmosphere of mutual respect, trust and responsibility.

The quality of preschool management depends on the organization of the use of management decisions, on the distribution and establishment of clear functional duties for each member of the teaching staff, on the creation of flexible organizational relations in the process of joint activities, on the choice of the structure of the organization.

The activity of the institution's head can include the organization of various forms of work of the preschool education institution, with the staff and with parents, who are the main consumers of educational services. This is the opening of weekend groups, provision of patronage services, organization of children's holidays and entertainment, marketing research, project method, innovative associations of teachers, tutoring (the work of a tutor in scientific and methodological work), organization of a project of network interaction of preschool education institutions.

Changes are the cause of innovation. We focus on the four most important vectors of time challenges that determine the direction of management innovation:

• focus on mastering socialization technologies, better known as life skills;

• the need for lifelong learning;

• the need to constantly ensure communication, which is expressed in the possession of ICT and foreign languages;

• health-preserving competence as a necessary condition for the successful professional activity of a modern individual.

Management innovation technologies include modern economic, psychological, diagnostic, and information technologies that create conditions for prompt and effective adoption of an effective management decision by the head of a comprehensive educational institution.

Interactive technologies occupy an important place in the implementation of educational institution management. Interactive technologies are a means of democratization of the educational process and a real action of public and state administration. Their use involves, in particular, the use of methods that help to acquire intellectual and social skills, democratic behavior, creation of subject-subject relations, involvement in active communicative interaction, establishment of an atmosphere of mutual respect, trust and responsibility. This is a dialogue and a polylogue, which can take the following forms: individual creative work, a round (statements on outlined questions for 1–2 minutes), organization of work in pairs, mini-groups, interest groups (the methods can be very diverse: "openwork saw", debates, role-playing, modeling situations, cooperative learning, discussion groups, "cobweb" discussions, "brainstorming", debates; during summing up, the "value chain" method can be used as a type of cooperative activity).

Educational marketing technology. Today, a manager cannot work effectively without using this technology. Educational marketing helps to:

• analysis of the market of educational services, characteristics of the student contingent, curricula and programs, personnel composition;

• monitoring the level of educational achievements of students;

• development and implementation of new educational programs, formation of scientific and methodological support and support, preparation of teachers for the implementation of new educational programs and courses, innovative technologies for

teaching and educating students, and organization of co-management of an educational institution.

One of the most important tasks of marketing is creating a positive image of the preschool education institution, ensuring the functions of management and co-management, adjustment and control. The image of an educational institution is the basis of its competitiveness. Under the image of an educational institution, we understand an emotionally colored image formed in the mass consciousness, which is determined by the relationship between various aspects of the school's activity, is broadcast to the external environment and takes the form of a social stereotype.

Educational marketing is the organization of strategic and operational planning of the development of an educational institution and the competences of all participants in the management process, an information support system, the organization of effective communication, interpersonal interaction, adjustment of activities and coordination of cooperation, organization of control and self-control, ensuring activity reflection.

Modern management technologies used in innovative management help to successfully solve problems in our educational institution. Among them, the following are most often used: brand strategies, coaching, hackathon, team building, reframing, case method, psychological and pedagogical seminars.

Brand strategy. It:

• the strategy of creation, development, change and adaptation to the market of educational services of one's own brand (something that is unique);

• the technology of formulating and justifying the strategic idea, the concept of the development of a reference institution regarding the implementation of competitive advantages in the market of educational services in order to form an image that will stimulate constant interest in this brand;

• informational and educational work in the neighborhood, advertising of the institution's activities, PR campaign, presentation of the institution's activities in the mass media, social networks, at exhibitions, implementation of research and experimental work.

Coaching is a modern tool of innovative management. Coaching focuses on future opportunities, not past mistakes. Coaching does not teach, but helps to learn to succeed.

Hackathon is an innovative form of organizing the educational process, which promotes the search for new work methods, activates effective communication, and allows expanding the range of partnership ties in the implementation of given projects.

Advantages of hackathons:

• Limited time for decision-making.

• Practicality. Hackathons don't produce ideas for the sake of ideas. It should be something that solves life problems and has practical application.

• Informality.

• Variability of the team. Nowhere are there any rules about what roles should be on the team or who should participate: teachers with teachers, students with teachers, students with parents, etc.

• Networking. Hackathons can be a circle of fulfillment that helps open up to people who aren't usually active participants in the conversation.

• Exchange of skills and ideas. Absolutely everyone can radiate their ideas.

• Team building.

Teambuilding – (from the English Teambuilding – "team building") – are special events designed to unite the team, to form a strong team that successfully achieves its goals. Team building is both the holding of corporate events and active joint recreation in nature, which model life within the team and direct it to effective and joint activities. The head of an educational institution, a practical psychologist or a teacher-organizer carries out team building with members of the educational institution's team, which helps to develop teamwork skills, teach teamwork, identify informal leaders, help create an atmosphere of informal communication, and achieve psychological relief. A special place in the implementation of the technology of team building trainings is played by the place where they are held. Conducting such events not in an educational institution, but in another place, in an unusual environment, helps to identify informal leaders, sympathies or conflicts much more easily, and gives better results.

Reframing the meaning (it is also called showing the other side). Rayframing technology allows the head of an educational institution to see the institution entrusted to him from four basic points (four frames): structural, human resources, political and symbolic. This technology requires the manager to be able to understand and use different points of view, but think about the same thing. Each frame is different and strong in its own right. And together they help the manager get a comprehensive picture of what is going wrong, find out the reasons, and understand what can be done to change the situation for the better. It is done very simply. An event is taken and interpreted in a completely different way – on the other hand, it is loaded with meaning. The situation when a person was specifically lazy can be described as a constructive approach to the matter ("after receiving an order, do not rush to carry it out – it can be canceled"); lied to someone – proved himself as a diplomat; stingy – showed frugality; was a bore – showed persistence.

Case method (Eng. Case method – method of cases, method of situational analysis, method of specific situations) – a technology that uses the description of real economic and educational problems to study the situation, analyze the essence of the issue and develop possible options for solving the problem, choosing the best option. The cases are based on actual material or are close to the real situation.

Thus, it can be concluded that the management of educational institutions should be innovative, cover various types of activities of the entire management team and the community. Modern educational and management technologies should be effective in terms of results and optimal in terms of time, effort and resources.

The following management mechanisms are important in the introduction of innovative management technologies in an educational institution:

• provision of conditions for innovative management activities (normative, organizational-management, social-psychological);

• intensification of innovative management processes through risk stimulation, support of initiatives, creation of an atmosphere of innovative environment;

• ensuring systematicity, organization (staged, procedural) of management processes;

• optimization of information support.

The effectiveness of such mechanisms is determined by the ability of the manager and other management subjects to purposefully use organizational-administrative, organizational-pedagogical, social-psychological, financial-economic and economic methods.

Therefore, it is important for an educational institution's head to have perfect mastery of management functions and numerous roles, innovative technologies of management and co-management, to constantly develop in a professional and personal dimension. The head of the institution, like no one else, must think strategically, must have his own vision of innovative development of the educational institution entrusted to him and be able to implement this vision in his management activities.

2.5. Management of the interaction of a preschool education institution with children's families

The interaction of a preschool institution with parents is a difficult task, both in organizational and psychological and pedagogical terms. Interaction does not develop spontaneously, it must be organized.

In the updated "Child" program, in the invariant part, the changes are outlined in the section "Families of pupils and kindergarten: unity of purpose, variability of means".

In particular, it states that interaction with parents is a direction of preschool education institution's activity, which was and remains one of the most important and strategic priorities. To involve parents as partners in raising, developing and teaching children means ensuring an effective process of self-knowledge and self-affirmation of children, realization of their creative personal potential in the life perspective.

The significance of the organization of the interaction of the preschool education institution with parents is determined by the need to consolidate pedagogical resources for raising children, as well as the need of society to increase the pedagogical culture of parents, forming their responsibility for the process of raising their children. Modern

educational activity as a means of interaction between the family and the preschool provides an atmosphere of goodwill and healthy optimism.

The main goal of a preschool education institution is to professionally help parents in raising children, while supplementing and ensuring a more complete implementation of educational functions: development of interests and needs of the child; distribution of duties and responsibilities between parents in ever-changing situations of raising children; maintaining openness in relationships between different generations in the family; development of the family lifestyle, formation of family traditions; understanding and acceptance of the child's individuality, trust and respect for him as a unique individual.

The interaction of preschool educational institutions with parents is the most difficult aspect of a specialist's pedagogical activity. This is explained by the following reasons:

- low level of social and psychological culture of interaction participants (parents and educators), inability to communicate, establish business and personal cooperation;

- parents' inability to analyze their own educational activities;

- lack of understanding by the preschool institution teachers that in determining the content, forms and methods of work of the kindergarten with the family, the social customers are the family, parents, and not the preschool institution;

- lack of parents' awareness about the peculiarities of children's life and activities in a preschool institution, and educators – about the conditions of raising a child in the family.

The preschool institution's interaction with parents should ensure:

- positive emotional mood of preschool teachers and parents for joint work on raising children; account of the individuality of the child;

- the independence of choosing and forming directions for the child's development and education; the possibility of implementing a single program of the child's education, upbringing and development in the preschool institution and in the family.

In the process of establishing partnership relations between the preschool institution and parents, preschool teachers must be guided by the following rules:

- decision-making together with parents and children;

- the use of parents' knowledge and their abilities to recognize their right to participate in the upbringing and education of their children;

- encouraging cooperation and partnerships within the community of the preschool group, for children to acquire new knowledge and skills of interpersonal interaction;

- ensuring parents' access to various types of children's activities, participation in the life of the group and preschool institution.

Stages of establishing interaction between the preschool institution and parents:

1st stage – "rearrangement of accents". At this stage, a positive image of the child is broadcast to the parents. Benevolent relations develop between the preschool teacher and parents, cooperation is established.

2nd stage – transmission of knowledge to parents that they can apply in the process of raising a child in the family (peculiarities of the child's communication, joint activities, games, etc.). At this stage, educators use both traditional methods and forms, and creative ones that they use in the process of their pedagogical activity.

The 3rd stage is the teacher's introduction to the problems of parents in matters of raising a child. At this stage, the leading role belongs to parents. At the same time, the teacher takes the position of a partner

The 4th stage is the final stage, which determines the prospects for further cooperation. At this stage, the external and internal goals must coincide, that is, there is a "joint study and formation of the child's personality based on the transformation of stereotypes of communication with him".

Forms of work of a preschool institution with the family

Modern preschool education institutions are becoming open to parents, children and the public. They pay more and more attention to the education and upbringing of parents, considering it one of the fundamentally important factors in children's successful development and upbringing. The influence of preschool institutions on the

development of the pedagogical culture of parents will be effective if it meets the following criteria:

1. Directionality and addressability. Giving specific advice and recommendations, teachers should know the specifics of specific families. Often, parents themselves turn to educators for pedagogical advice, including with specific questions about their own child.

2. Prompt feedback. The teacher's work with parents should be built on the basis of a live dialogue, in the process of which he finds out the level of formation of parents' pedagogical knowledge and skills, makes appropriate corrections if necessary.

3. Individualization of pedagogical influence. Working with parents, the preschool teacher helps them to use pedagogical knowledge not as abstract truths, but as a guide to practical educational actions aimed at a specific child with his characteristics, perspectives of age and individual development.

Forms of work with parents can be collective, individual, visual and informative. Collective forms of work include parent meetings (group and general), at which problems of group and kindergarten life are discussed; meetings with parents; evenings of questions and answers; "round table" meeting on debatable issues; training sessions designed to teach parents how to properly organize communication and joint activities with the child; shared holidays and entertainment with children, parents and educators; exhibitions of joint works of parents and children; open days; schools for parents; family (home) pedagogical councils, which are held at parents' homes; parent conferences.

Individual forms of work include individual conversations and consultations (held, as a rule, in the morning and evening, when parents bring the child to kindergarten or take them home), visiting children at home; involvement of parents in the life of the kindergarten (organizational and economic assistance to the teacher: making toys, manuals, assistance in conducting excursions, cult trips, etc.).

The most common visual and informational forms of work are exhibitions of children's works; advertising of books, publications in periodicals, in the Internet system on the problems of family upbringing.

The expected efficiency is provided by a rational combination of different forms of work. As experience shows, when working with parents, one should avoid ready-made evaluative judgments about upbringing, help them develop the ability to personally observe their own child, discover new qualities and traits in it.

Often, teachers illustrate their reasoning with tape recordings of conversations with preschoolers, video clips about various types of activities (didactic, theatrical play, work, visual), photographs of children, exhibitions of their works.

Updating the attention of parents to the problems of educating preschoolers is facilitated by instructing them to speak on a specific issue at parents' meetings; "homework" for observation; participation of parents in the work of groups, holding games, classes, excursions with children; help in conducting role-playing and business games.

Creative forms of working with parents, in which children, other teachers and employees of preschool institutions participate, are gaining significant popularity. Often, parents are interested not only in observing the child during his interaction with adults outside of the home, but also in acting in a new role (theatrical performance, sports competition, contest, discussion club meeting).

It is advisable to involve not individual, but all family members, other relatives who have a relationship with the child's upbringing, as well as to establish friendly relations with other families who care about the development and upbringing of their children.

In the preschool institution's work with parents, the direction of pedagogical self-education of parents, stimulation of the desire and ability to replenish their pedagogical knowledge even after the child enters school is of significant importance.

In Table 6 innovative forms of preschool education institution's interaction with families are presented.

Table 6

Innovative forms of preschool education institution's interaction
with children's families

Name	Purpose	Form
Informative-analytical	Detection of interests, needs, parents' requests, their pedagogical literacy level	Conducting sociological sections, surveys "Box of trust", individual notebooks
Informative-educational	Familiarization parents with preschool institution work children's upbringing in it. The formation of parents' knowledge about upbringing and children's development	Information brochures for parents, almanacs, magazines and newspapers prepared for parents, Days (weeks) of open doors, open viewing classes and other types of children's activities, graduation of mini-newspaper, organization of mini-libraries
Entertainment	Installation of emotional contact between teachers, parents, children	Family holidays, exhibitions of parents' and children's works, sections, clubs ("Dad, Mom and I are a happy family", "Club of conscious parenthood"), interactive seminars and practicums
Cognitive	Parents' acquaintance with preschool age children's age and psychological features The formation of parents' practical skills of children's upbringing	Seminars-workshops, trainings, meetings, consultations in non-traditional form, pedagogical briefing, pedagogical living room, oral pedagogical magazines, games pedagogical content, pedagogical library for parents, research project, role, simulation and business games

In recent years, scientists and practitioners have proposed many bright and interesting forms of work with parents. Heads of preschool education institutions and educators need to conduct an analysis (self-analysis) of the effectiveness (quantitative and qualitative) of activities conducted by kindergarten specialists. In order to

determine the effectiveness of interaction with parents, you can use surveys, generalization of feedback, evaluation sheets, express diagnostics and other methods immediately after the implementation of this or that event.

Effective work is evidenced by:

• manifestation of parents' interest in the content of the educational process with children;

• answers to parents' questions by themselves; giving examples from one's own experience;

• increasing the number of questions to the preschool teacher concerning the child's personality and inner world;

• the desire of adults for individual contacts with the preschool teacher;

• parents' reflection on the correctness of using certain methods of education;

• increasing their activity in analyzing pedagogical situations, solving problems and discussing debatable issues.

The preschool education institution should become an open system in order to move to new forms of relations between parents and teachers.

The formation of parental competence, which involves the integration of various personal parental experience aspects: cognitive, emotional, sensory, communicative, reflective, etc.

CONCLUSIONS

The preschool education institution is the main factor in the preschool education system. After all, it carries out a process of preschoolers' comprehensive development organized at the professional level, formation of life skills in them, improvement of the educational process for successful socialization, self-realization and full-fledged personality development.

Preschool education and its development in Ukraine are characterized by an evolutionary character, changing priorities in accordance with modern challenges. The management of preschool education institutions today requires increased attention from state bodies and the public.

Regulatory and legal support has a significant impact on the activities of a preschool education institution. The functioning of the preschool education system is carried out in accordance with the Constitution and Laws of Ukraine "On Education", "On Preschool Education", "On Childhood Protection"; basic component of preschool education; Conventions on the rights of the child, etc. The analysis of normative legal acts and scientific studies on this problem shows that today there are a number of shortcomings: the distribution of powers and responsibilities between state education management bodies, local self-government bodies and the public is not clearly defined; the existing centralized management system focuses attention on organizational aspects of activity instead of substantive ones. To a large extent, the normative requirements for the activities of the preschool education institution are not financed from either the state or local budgets. This leads to the search by the heads of preschool education institutions for other sources of funding, which are quite often not legal enough. These are, for example, voluntary contributions of parents for the maintenance of the material base, updating methodical support in accordance with the requirements, creating a developmental educational environment, current repairs, etc. "The underdevelopment of legal mechanisms for attracting extrabudgetary funds, as well as the reluctance of some heads of preschool education institutions to legalize the institution's "shadow economy", to make the process of attracting and using charitable,

sponsoring, including parental funds transparent and accountable, have a destructive effect on the educational process".

The peculiarity of managing a preschool education institution in modern conditions is determined by a number of factors, which primarily include the current legislation and current founding documents that regulate the activities of a particular institution. An equally important factor is the market conditions of management, which require readiness for timely adaptation of the institution to changes in the external environment and, stabilization of the state of the internal environment, increasing its competitiveness and stability in the market of educational services by satisfying the needs and interests of the customer and consumer. It is the innovations in the activities of the preschool education institution that are able to break the contradiction that arises between the real and the desired within the scope of the implementation of the institution's tasks and the satisfaction of the needs and interests of the customer, consumer and provider of educational services of the preschool education institution.

Today, high demands are placed on the professional training of preschool education institutions' heads, on their management competence, ability to optimally implement management functions, and independently make decisions in non-standard situations. A competent approach should ensure the organization of a developmental environment in an institution of preschool education, promote the improvement of the professional skills of educators, comprehensive development of the individual.

The formation of a manager – an organizer of preschool education – will depend on the ability to accept and solve management situations, to understand the peculiarities of management activities. The implementation of the activity approach in the educational process will contribute to the strengthening of the effective component of education, the fulfillment of the purpose, content, results when solving certain social situations and roles, the use of innovative technologies in the educational process. Experience proves that analysis, careful consideration, and decision-making make it possible to draw certain conclusions in one or another situation, and will encourage the future manager to self-education and self-improvement.

According to the "Qualification characteristics of the positions of pedagogical and scientific-pedagogical employees of educational institutions and educational institutions", a preschool education institution's head must know: regularities of organization and general principles of building an educational process in a preschool education institution; methodological principles of the processes of development, education and training of preschool children, theoretical principles of modeling the educational process taking into account different age groups and individual characteristics of children; the theory of managing a preschool education institution, the basics of working with a personal computer and its peripheral devices. This knowledge allows him to perform the following duties and tasks: control the conformity of the forms, methods and means of development, education and training of children to their age, psychophysiological characteristics, abilities and needs; to organize the development of programs for the prospective development of the preschool education institution, the annual work plan, etc.; to organize the development of programs for the preschool education institution's prospective development, the annual work plan, etc.; organize and analyze the state of educational and methodical work; participate in the activities of pedagogical organizations and methodical associations; take measures to use more advanced and effective methods of educational work; to encourage creative searches, experimental work of pedagogical workers; to organize various forms of cooperation with parents of children or persons who replace them.

In this context, the management of the educational process by the head of the preschool education institution requires:

- effectiveness in solving various problems and issues;

- a concise and specific comment;

- a thorough, comprehensive, universal and creative approach to tasks;

- personal management style;

- abilities of an organizer, personality of a real leader;

- a high level of management culture.

The use of management situations in the educational process will contribute to the formation of a modern organizer of preschool education, a leader who can think creatively, creatively and decisively make management decisions, use a democratic style of management, etc.

It can be said with certainty that the priority in the formation of management culture is the formation of stable and deep beliefs, principles that are components of the worldview of the manager, the expansion and deepening of the worldview with knowledge of the problems that a modern manager must solve, consolidation of a creative approach to solving professional tasks, mastering the basics professional ethics, acquiring systematic skills in work.

To ensure the quality of management of a preschool education institution, the specialist's professional level of training is important, which should include: the presence of features of management thinking, such as focus on final achievements, variability, systematicity, complexity, flexibility, pedagogical orientation, humanity and social orientation, sensitivity, originality, unconventionality, independence, criticality, mobility, dynamism, ability to generalize, modeling, innovation, etc.; knowledge and performance of basic management functions (making and making management decisions; organization; correction; accounting and control, as well as collection and processing of information); level of competence; creative potential; organizational skills; the manager's attitude to the problem; the level of manager's harassment, the peculiarities of his self-esteem, the ability to take risks, the willingness to take responsibility for the team's affairs; features of the manager's interaction with other participants in the management process, which are determined by the manager's leadership style, the ability to organize business communication, the attitude towards specific participants in the interaction, the extent of the manager's trust in his employees, etc. All these qualities must be possessed by the head of the preschool education institution.

Since the preschool education institution is the main component of preschool education and at the same time an open social system, it is important to take into account the influence of external factors, direct (legislation, state authorities,

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infrastructure, consumers, competitors, public organizations) and indirect (international relations, scientific technical progress, political situation, socio-cultural conditions, economic situation) actions. Taking negative factors into account will minimize their impact by organizing preventive measures.

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