

Monitoring of children's development results in preschool educational institutions

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The need for result-oriented management in pre-school educational institutions is created by the market economy, the need to develop the indicators and measures of its efficient management is available. Some of them have a basic function in the management of preschool educational institutions. It is based on efficient evaluation of the management system of enterprises. Efficiency is determined by measuring results as an indicator of results orientation. The last part refers to the results of the child's activities and the skills s/he has mastered. The main products, that is, the child's activity products, are taken as consumables. A number of issues should be seriously considered in the diagnostic work carried out in the field of creativity. The limited perception and implementation of systematized, standardized experience in social practice is unambiguously assessed, which causes the demonstration of low indicators of the child's creative abilities. The result is manifested in different ways, covering wide areas. Its measurement is approached from the prisms of activity productivity measurement, planning, evaluation and control using various tools and techniques, mechanisms. The process of transition from individual to personality is taking place: In the first stages of the research, the essence of this was not so clearly recognized in the pedagogical collectives, but at the end of the research, there were changes in the attitude towards the child both in the heads of the institutions and in the collectives managed by them. Parents also acknowledged these changes in themselves. They stated that they no longer approach their children in the same way, taking full responsibility for their development, not only as they want to see them, but also orienting their development in the direction the child wants, accepting their children as they are and creating conditions for their proper development.

Keywords: monitoring, children, preschool education, educational institutions.

Introduction. For the head of the enterprise, the correct organization of his/her work, objective results, summarization and analysis of new facts and materials obtained, create a rich source for result-oriented management. A number of issues should be seriously considered in the diagnostic work carried out in the field of creativity.

Formulation of the problem. The limited perception and implementation of systematized, standardized experience in social practice is unambiguously assessed, which causes the demonstration of low indicators of the child's creative abilities. (Hasanov, 2000: 83). Creativity requires the acquisition of special knowledge, specific habits and skills. For this, the help and support given to children are of great importance. This support is important not only for children, but also for those responsible for educating and bringing up children.

Research objectives. In the 21st century, in the modern era where science and technology are developing rapidly, innovations are taking place in all areas of human activity, new approaches to management in the system of pedagogical sciences are emerging. So, in contrast to the traditional training methods, where students are given ready-made knowledge, new training methods require the introduction of new technologies to the training process, as well as the creation of new management rules (Scholter, 1995: 319). In such a situation, it is necessary to direct this field towards results with different requirements in the management and success of pre-school educational institutions (Amrahli, 2010: 110).

Main part. According to R. H. Jabbarov, it is more beneficial to check and coordinate the activities of the teaching staff during the teaching process in a differential way (Jabbarov, 2013: 53). As a leader, the head-manager controls, arranges, and solves management affairs. A good result can occur on the basis of his/her management style, the ability to create a situation of openness and tolerance in the collective, business cooperation, and reliable relations. In this regard, the manager should have the competencies as follows:

- the ability to perform creative activities for the team to work in a development mode;
- the ability to apply new technologies;
- the striving to constantly improve the training process;
- the intention to correct education and development programs, to show constant interest in renewing the work of realizing their results;

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- the ability to change forms and methods of methodological work conducted with society from time to time, applying creative education methods;
- the inclination for regular self-education, etc.

It is very important to monitor the results obtained during result-oriented training in preschool education and to study the level of development. It is also very important for predicting future work and eliminating existing deficiencies. For this, it is important to diagnose the following areas (Ozturk, 2014: 226):

a) diagnosis of child's personality and psychomotor area: one of the widely studied areas in psychodiagnostics is personality and psychomotor area. This is explained by the fact that the changes that occur in the physiology of five-year-olds on the eve of school preparation, as a rule, allow for the expansion of the associative relationship of psychological processes. From this point of view, it is the optimal way to prepare the child for school by conducting the initial diagnosis of his/her reflexivity and organizing correctional work on this basis;

b) diagnosis of cognitive abilities: the diagnostic work carried out in this field includes the child's ability to work on educational tasks, the ability to start and finish work, correctly solving the issues set in the tasks and coming to an objective conclusion, including the systematicity, consistency, awareness and purposefulness of the operations;

c) diagnosis of creative abilities:

- the first direction is that the analysis of creative ability allows distinguishing these contradictions: the level of assimilation of social experience, behavior with objects, mental knowledge and related work of speech;

- the second direction specifically involves the diagnosis of creativity in separate fields. At this time, taking into account the scientific directions of children's psychodiagnostics, the state of preparation for school in the following areas is investigated: physical, mental, social preparation; personality and interpersonal relationships; iradiemotional field (Mammadzadeh, 2010: 214):

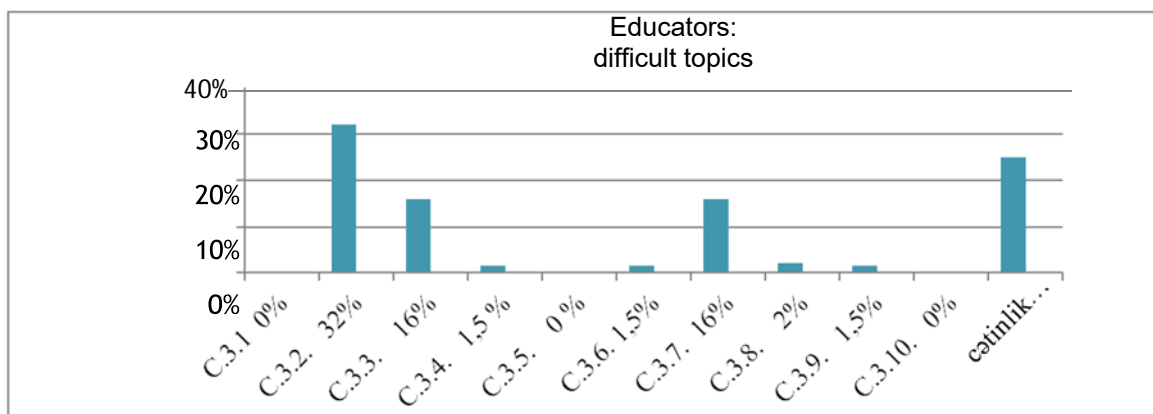
Another direction of monitoring was related to pedagogical personnel. For this purpose, we have developed a number of monitoring materials. During the analysis of the questionnaires, it was determined that 48% of the educators do not know from whom and how to get professional advice when they are in trouble (Acman, 2014: 275).

Our experimental study showed that mutual professional relations between colleagues in preschool educational institutions are weak. In addition, work with literature occupies the lowest place in the activities of educators. This also shows that there is a great need to regulate the needs of professional support in kindergarten.

During our survey, not only tutors and teachers reported that they had difficulties in teaching some subjects (Diagram 1).

Diagram 1. Educators: difficult topics

The perception of subjects is shown in diagram 1. According to the opinion of educators, the topics that

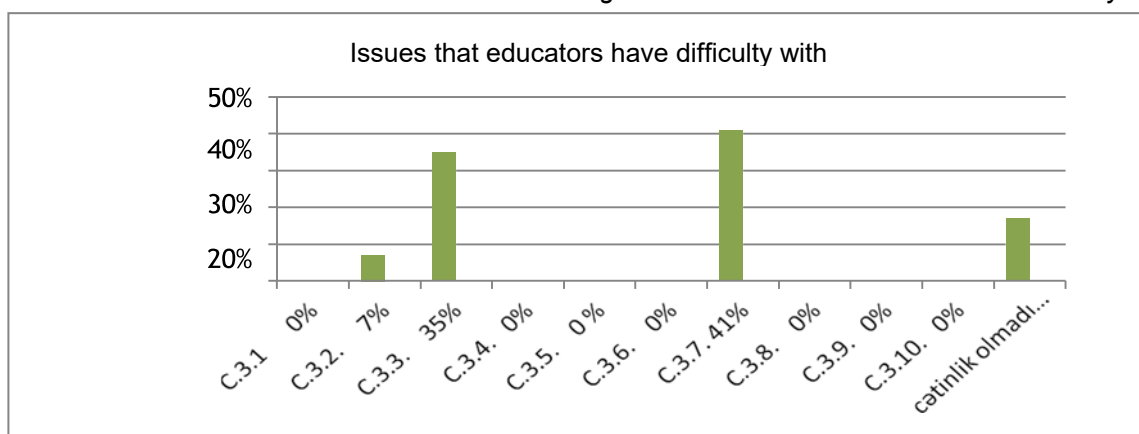


they had difficulty with were as given below, and these topics were poorly mastered by both the educators and the trainers:

- understanding of the concept of standards, clarification of the ways of working with standards;
- establishment of both current and prospective planning;

- development of children's theories mainly by foreign scholars.

Diagram 2. Issues that educators have difficulty with



The above topics were difficult to grasp because they were mostly new information for the educators. The trainers said that increasing the number of hours for teaching these subjects would be a solution to this problem.

The facts showed that the above-mentioned results coincide with the exam results of the educators.

The educators have stated that they do not want to make any changes in the training program. The educators reported that they were 100% satisfied with the subjects.

73% of the trainers said they want to make changes in the topics.

As it can be seen, tutors expressed a need for more guidance on practical matters. This allows the manager to determine the directions of dozens of jobs, focus on planning and control.

At the same time, it was found that 42% of the educators complied with the requirements for the organization of training. In addition, there is a majority (72%) of the educators who still find it difficult to create an active learning environment. There are not a few people who make mistakes in planning (47%). These and other points were found in each of the reviewed plans. It was observed that during the trainings, the educators tried to apply the acquired knowledge and skills in general.

Interesting results were obtained in the evaluation of the methodological assistance given to them by the head of the enterprise. According to the results, 2% were partially satisfied with the help, 58% said they were satisfied. They stated that they are provided with all the equipment and that the funds are sufficient. They were fully satisfied with the content, time, concreteness and clarity of the help provided. Others mostly agree. 57% of the tutors – teachers suggest that the help should be systematic.

The educators stated that they were provided with resources and were fully satisfied with the resources provided to them. The educators also noted that more successful results would be achieved if they were given books and computers individually in order to organize a result-oriented pedagogical process (63%). Table 1 summarizes the activity results of the tutors and their suggestions.

Table 1

Conclusion and suggestions

No	Topics	Result	Suggestion
1.	result-oriented management / quality of management	59.3% of the respondents are satisfied with the quality	- increasing the duration of the assistance; - making some changes in the help form; - repetition in some areas;
2.	the place of work with tutors	52% of the respondents who took part in the survey emphasized the effectiveness of conducting the training preschool institutions.	- holding outside the institutions, in some other educational institution; - availability of scientific specialists who know innovations; - helping the psychologist, speech therapist and defectologist to prepare exercises together with educators in the kindergarten

3.	content	73% of the respondents suggested changes in the content of methodological assistance.	-"to plan"; increasing both theoretical and practical hours during training on "how to conduct work in the daily routine"; providing more accurate information about Music lessons and Physical Education lessons or clarifying the structure of these lessons; organization of courses related to the use of ICT; development of standards taking into account Russian divisions; raising the following topics: 1) professional communication between colleagues; 2) use of additional resources in the implementation of curricula; 3) work with children who need special care.
4.	resources and the need for professional support in workplaces	during the interviews, 88% of the respondents want to see this need during the observations	- creation of conditions for the training of professional support staff at an enterprise; conducting separate trainings for methodologists; pedagogical councils are more efficient and more functional – observations show that this process is formal; selection of more professionals among educators and creation of a professional development support system; it is important to support kindergartens with additional methodological books, general resources, electronic, visual and multimedia resources.

After these works, we conducted a final survey with the managers of the enterprises involved in the experiment and research. The survey is called "Defining Effective Leadership". Processing of results. The answers to the questions were determined by the number of "Yes" and "No" answers.

High management skills: 40-33 points. For successful guidance, the number of "Yes" answers should be 40. 40 points is ideal for those with high management skills. Overall, those who score above 33 points have good management skills.

Intermediate management skills: 20-33 points. Those with management skills at this level should constantly pay attention to their professional growth and improvement, and should take the initiative to change many of their qualities. Otherwise, management failures are inevitable. Weakness in management: 10-19 points. These people came to management by accident. They are unable to lead the assigned work, they simply take up space. Therefore, if s/he decided to leave this position, he would have done a favor to the team.

Lack of management skills: 0-9 points. It is not permissible for these persons to work in the field of management.

After all these works, the preparation of the heads of 30 preschool institutions in the field of regulation of the result-oriented educational process has increased significantly. The results of the survey also showed this. Differences of 15-12 percent were found between the indicators of these results compared to the preliminary analysis (Table 2).

Table 2

Efficiency level of the research participants in results-oriented management

Levels	Research participants		
High level management skills	14 people	Democratic	10 people
		Authoritarian	4 people
Intermediate management skills	11 people	Authoritarian	9 people
		Liberal	2 people
Weakness in management	5 people	Liberal	5 people
Lack of management skills	0	-	-

At the initial stage of the research, it is noted that 13 enterprise managers have an authoritarian style, 10 have a democratic style, and 7 have a liberal style. As it can be seen from the table, after the study, a number of changes occurred in the management styles of both authoritarian and liberal business leaders. The reason for those changes was the knowledge and skills they were taught in the experiment, the new methods and ways they learned. For this reason, we can confidently say that the methodology we defined for the research allowed us to determine its hypotheses. The research has enabled us to achieve our goal. On the basis of this method, it is possible to learn the management skills of the heads of preschool educational

institutions of the republic, the levels of these skills; to direct them to self-education, self-correction as well as to develop them.

One of the issues that interested us in the research was the attitude of the parents and educators to the formation of children's personality. At the initial stage, taking into account the gaps in this field, the lack of psychological-pedagogical preparation of educators regarding children's personality was observed, regular information was given to the heads of the institution, and practical ways were shown. The content of these studies was that personality is a set of stable qualities that an individual adopts from the social environment and expresses in his/her behavior on the basis of his/her genetic capabilities. These qualities are of both natural and social origin and reflect the sociocultural characteristics of the environment in which the child lives. It is true that child development is subject to general laws. All people go through the same path of psychological development, regardless of race, gender, nationality, individuality, but this development takes place individually.

Approbation of research results. The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

Conclusion. A child's personality is formed in the educational process at a preschool educational institution. This phenomenon occurs in preschool age, on the basis of interaction with the surrounding world, in the process of gaining self-awareness. The child understands himself/herself on the basis of these relationships. The process of transition from individual to personality is taking place. In the first stages of the research, the essence of this was not so clearly recognized in the pedagogical collectives, but at the end of the research, there were changes in the attitude towards the child both in the heads of the institutions and in the collectives managed by them. The parents also acknowledged these changes in themselves. They stated that they no longer approach their children in the same way, taking full responsibility for their development, not only as they want to see them, but also directing their development in the direction the child wants, accepting their children as they are and creating conditions for their normal development. This is the most important result for our research.

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Моніторинг результатів розвитку дітей у закладах дошкільної освіти

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Потреба в управлінні, орієнтованому на результат, у закладах дошкільної освіти створюється ринковою економікою, необхідністю розробки показників і заходів її ефективного управління. Деякі з них мають основну функцію в управлінні закладами дошкільної освіти, що базується на ефективній оцінці системи управління підприємствами. Ефективність визначається шляхом вимірювання результатів як показника орієнтації на результати. У висновках зазначено результати діяльності дитини та навички, які сформовано. У діагностичній роботі, яка проводилася в галузі творчості, було розглянуто низку питань щодо обмеженості сприйняття і впровадження систематизованого, стандартизованого досвіду в соціальну практику. Доведено, що окреслене засвідчує низьку показників творчих здібностей дитини. До вимірювання результату підходять з призми вимірювання продуктивності діяльності, планування, оцінки та контролю продуктивності

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праці з використанням різноманітних засобів, прийомів і механізмів. Відбувається процес переходу від особистості до особистості: на перших етапах дослідження цей показник був на низькому рівні усвідомлення в педагогічних колективах, наприкінці дослідження відбулися суттєві зміни у ставленні до дитини як у керівників закладів, так і в колективах, якими вони керували. Опитування батьків дозволило виділити позитивні тенденції у ставленні до дітей, усвідомлення відповідальності за їхній розвиток, прийнятті дітей такими, якими вони є, створюючи умови для їх нормального розвитку.

Ключові слова: моніторинг, діти, дошкільна освіта, заклади дошкільної освіти.

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