



MONITORING IN STATE AND NON-STATE PRESCHOOL EDUCATIONAL ORGANIZATIONS

Botirova Zukhrakhon Abdurakhimovna
Teacher of Fergana State University

Djumabayeva Ruzikhon Adhamjon kizi
Master degree of Fergana State University

ABSTRACT:

The article clarifies the content of the following concepts: "pedagogical monitoring"; "quality of preschool education"; the parameters, criteria and indicators of monitoring the quality of the organization of educational activities of a preschool educational institution are determined. Monitoring of the quality of the organization of educational activities of preschool educational institutions has been developed, which ensures the effective functioning and development of the system of preschool education.

Keywords: monitoring; the quality of education; organization of educational activities; criteria; indicators

It regulates the goals and objectives of a non-state preschool institution , the organization of its activities , financing and management of a non-state preschool institution.

A non-state preschool educational institution in its activities is guided by the Constitution and laws of the Republic of Uzbekistan, resolutions of the chambers of the Oliy Majlis of the Republic of Uzbekistan, decrees, resolutions and orders of the President of the Republic of Uzbekistan. Uzbekistan, resolutions and orders of the Cabinet of Ministers. Documents, as well as this Regulation.

A non-state preschool educational institution is a legal entity and has an independent balance sheet, bank accounts and a seal in its name.

Goals and objectives of a non-state preschool educational institution

Tasks of a non-state preschool institution :

Comprehensive intellectual, moral, aesthetic and physical development of preschoolers (*hereinafter referred to as children*) ;

Qualitative preparation of children for school education through education ;

Coverage of children with preschool education .

Responsibilities of a non-state preschool institution :





Introduction of modern educational programs and technologies into the educational process;

Protecting the life and health of children;

To form the personality of the child healthy and mature, ready for school;

Ensuring the intellectual, moral, aesthetic and physical development of the child;

Correction of minor defects in the development of the child (*speech, vision, hearing*);

To educate in children a sense of high spirituality and devotion to the traditions of humanity of our people.

Organization of the activities of a non-state preschool educational institution .

A non-state preschool educational institution is created in the form of an institution in accordance with the law.

The founders of a non-state preschool educational institution can be all legal entities and individuals who do not belong to the category of founders of a state preschool educational institution .

A non-state preschool educational institution has the right to carry out educational activities from the moment of obtaining a license in the manner prescribed by law.

The content of education in a non-state preschool educational institution is developed in accordance with state requirements for preschool education and is determined by programs approved or recommended by the Ministry of Preschool Education of the Republic of Uzbekistan.

The institution has the right to use its (*author's*) programs. The procedure for the implementation of these programs is determined by the Ministry of Preschool Education of the Republic of Uzbekistan.

The order of work of a non-state preschool educational institution and the time of stay of children in the institution are determined by the charter of the institution and the decision of the founder .

With a 5-day working week in a non-state preschool educational institution , as a rule, the following work schedule is introduced :

12 hours;

10.5 hours;

9 o'clock;

4 hours;

Depending on the needs of the population living in the area where a non-state preschool institution is located , a 6-day work week can also be introduced in a non-state preschool institution or in its individual groups.

Admission of children to non-state preschool educational institutions .





Admission of children to a non-state preschool educational institution is carried out on the basis of an appropriate medical certificate.

The procedure for admission and expulsion of children to a non-state preschool educational institution is determined by the charter of the non-state preschool educational institution .

The number of children in groups of non-state preschool educational institutions should not exceed the norm established for state preschool educational institutions .

The academic year in a non-state preschool institution begins on September 2 of this year and ends on June 1 of the next year. During this period, the recovery period will continue.

In a non-state preschool educational institution, participants in the educational process are children, parents or their deputies (hereinafter referred to as parents, teaching staff, members of the board of trustees.

The relationship between a student and the staff of a non-state preschool educational institution is based on mutual cooperation, respect for the personality of the child and giving him / her freedom to develop in accordance with his / her personal qualities.

education in a non-state preschool educational institution are not allowed to teach .

The conclusion and termination of employment contracts with teachers and other employees of non-state preschool educational institutions is carried out in accordance with the law.

The rights and benefits of employees of a non-state preschool educational institution are determined by legislation, the charter of this institution , as well as an employment contract.

Management and control of activities of non - state preschool educational institutions.

A non-state preschool institution is managed by a leader appointed by the founder .

The head of a non-state preschool institution must meet the qualification requirements for the position of head of a state preschool institution .

Supervision of the activities of a non-state preschool educational institution is carried out by the founder , as well as by authorized state bodies in the manner prescribed by law.

Control over the fulfillment of state requirements for preschool education and educational programs by non-state preschool educational institutions is carried out by the authorized body in this area .

Admission of children to non-state preschool educational institutions .

Admission of children to a non-state preschool educational institution is carried out on the basis of an appropriate medical certificate.





The procedure for admission and expulsion of children to a non-state preschool educational institution is determined by the charter of the non-state preschool educational institution .

The number of children in groups of non-state preschool educational institutions should not exceed the norm established for state preschool educational institutions .

The academic year in a non-state preschool institution begins on September 2 of this year and ends on June 1 of the next year. During this period, the recovery period will continue.

In a non-state preschool educational institution, participants in the educational process are children, parents or their deputies (hereinafter referred to as parents, teaching staff, members of the board of trustees.

The relationship between a student and the staff of a non-state preschool educational institution is based on mutual cooperation, respect for the personality of the child and giving him / her freedom to develop in accordance with his / her personal qualities.

education in a non-state preschool educational institution are not allowed to teach . The conclusion and termination of employment contracts with teachers and other employees of non-state preschool educational institutions is carried out in accordance with the law.

The rights and benefits of employees of a non-state preschool educational institution are determined by legislation, the charter of this institution , as well as an employment contract.

Literature

1. Adkhamjonovna, K. M. (2022). DEVELOPMENT OF LOGICAL THINKING OF JUNIOR SCHOOL CHILDREN. *Web of Scientist: International Scientific Research Journal*, 3(10), 914-919.
2. Adkhamjonovna, K. M., & Sarvinoz, K. (2022). WAYS OF DEVELOPMENT OF CREATIVE THINKING OF JUNIOR SCHOOLCHILDREN. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(10), 104-107.
3. Adxamjonovna, Q. M. (2021). BO'LAJAK BOSHLANG'ICH TA'LIM O'QITUVCHILARINING IJODIY YONDASHUV ASOSIDA KASBIY KOMPETENTLIGINI RIVOJLANTIRISH YO'LLARI. *НамДУ улмуи ахборотномаси-Научный вестник НамГУ*, 507-510.
4. Akmaljonovna, A. Z. (2022). The Role of the Internet and Modern Electronic Dictionaries in Increasing the Lexicographic Competence of Primary School Students. *International Journal of Culture and Modernity*, 17, 1-6.





5. Botirova, Z. A. (2019). THE THEORETICAL ANALYSIS OF THE APPLICATION OF INFORMATION TECHNOLOGIES IN THE FIELD OF PRESCHOOL EDUCATION. *Scientific Bulletin of Namangan State University*, 1(11), 266-269.
6. Gazieva, D. (2019). MEDIATEXT IN THE FUNCTIONAL-PRAGMATIC ASPECT. *Scientific Bulletin of Namangan State University*, 1(9), 153-158.
7. Gaziyeva, D. (2020). FORMS AND FUNCTIONS OF INTERTEXTUAL CHARACTERS IN THE MEDIA TEXT. *Theoretical & Applied Science*, (2), 671-673.
8. Gaziyeva, D. M., & Kushmatova, M. (2021). MAIN SUBJECTS OF MEDIACOMMUNICATION. *Theoretical & Applied Science*, (4), 418-421.
9. Khalloкова M. E. Criteria for non-educational institutions to improve the quality of education //World Bulletin of Social Sciences. – 2021. – T. 5. – C. 52-55.
10. Khalloкова M. E. Important Aspects of Establishing Non-State Educational Institutions //Eastern European Scientific Journal. – 2018. – №. 2.
11. Kuchkarova, M. A. THE IMPORTANCE OF LOGICAL PROBLEMS IN DEVELOPING CRITICAL THINKING OF CHILDREN. *Zbiór artykułów naukowych recenzowanych.*, 171.
12. Mukhamedkadirovna, G. D. (2022). MEDIA PEDAGOGY AS A SPECIAL DIRECTION IN PEDAGOGICAL SCIENCE. *Web of Scientist: International Scientific Research Journal*, 3(10), 900-906.
13. Mukhtoralievna, Z. S. (2021). The Use Of Vocabulary Words In The Dictionary Given In The Textbook Of The 1st Class Native Language And Reading Literacy. *International Journal Of Culture And Modernity*, 10, 39-42.
14. Mukhtoralievna, Z. S. (2022). Develop Students' Speech by Working on Synonyms and Antonyms in Grades 3-4 in their Native Language Classes. *European Multidisciplinary Journal of Modern Science*, 6, 125-130.
15. Mukhtoralievna, Z. S. (2022). DIFFERENCES IN FREQUENCY OF USE OF CONGRUENT WORDS. *Conferentia*, 43-45.
16. Mukhtoralievna, Z. S. (2022). GENRE MODEL OF THE CROSSWORD PUZZLE AS AN ENIGMATIC DISCOURSE. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(10), 98-103.
17. Muxtoraliyevna, Z. S. (2022). ENANTIOSEMANTIK KONGRUENTLIK. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI, 2(11), 105-109.
18. Pulatovna, N. G. (2022). Psychological Bases of Teaching a Foreign Language Injunior School Age. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 34-38.



19. Pulatovna, N. G., & Pavlovna, D. E. (2022). THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS. *European International Journal of Multidisciplinary Research and Management Studies*, 2(11), 116-121.
20. Qizi, B. M. U. (2022). Formation of Lexicographic Competence of Junior Students. *European Multidisciplinary Journal of Modern Science*, 6, 138-143.
21. Qizi, S. M. S., & Qizi, B. M. U. (2021). Dictionary in teaching vocabulary composition of language to junior school age students ways to work. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 1869-1872.
22. Qo'chqarova, M. A. (2021). SOLVING TEXT PROBLEMS IN SIMPLE AND CONVENIENT WAYS. *Theoretical & Applied Science*, (4), 234-236.
23. Zokirova, S. M., & Axmedova, D. O. (2021). WORKING WITH BORROWINGS GIVEN IN DICTIONARIES OF PRIMARY SCHOOL TEXTBOOKS. *Theoretical & Applied Science*, (3), 275-278.
24. Zukhrakhon, B. (2021). About the analysis of the potential of teaching staff in monitoring preschool education. *ACADEMICIA: an international multidisciplinary research journal*, 11(1), 1120-1126.
25. Абобакирова, О. Н. (2020). Жанровые особенности узбекских детских рассказов (на примере творчества Латифа Махмудова). *Проблемы современной науки и образования*, (1 (146)), 95-98.
26. Абобакирова, О. Н. (2020). ЎЗБЕК БОЛАЛАР ҲИКОЯЧИЛИГИНИНГ УСЛУБИЙ-КОМПОЗИЦИОН ХУСУСИЯТЛАРИ. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 3(2).
27. Абобакирова, О. Н. (2022). АНВАР ОБИДЖОН ҲИКОЯЛАРИДАГИ БАДИИЙ ХУСУСИЯТЛАР (“ОДОБЛИ БЎЛИШ ОСОНМИ?” ҲИКОЯСИ МИСОЛИДА). *Scientific progress*, 3(4), 525-529.
28. Ботирова, З. А. (2020). Повышение мотивации учащихся начальных классов. *Проблемы современной науки и образования*, (6-2 (151)), 62-64.
29. Газиева, Д. М. (2019). Интертекстуальность как обязательная категория медиатекста. *Вестник науки и образования*, (20-3 (74)), 17-19.
30. Йўлдашева, Д., & Буважонова, М. (2019). БОШЛАНҒИЧ ТАЪЛИМДА ПРАГМАТИК ЁНДАШУВ АСОСИДА МАТН ЎҚИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ. *Scientific Bulletin of Namangan State University*, 1(12), 338-340.



31. Наркабилова, Г. П. (2015). Роль школьных мероприятий в развитии учащихся в инклюзивных школах. *Актуальные проблемы современной науки*, (2), 53-56.
32. Халлокова М. Нодавлат таълим муассасаларида таълим тизимини модернизациялаш //Общество и инновации. – 2022. – Т. 3. – №. 1. – С. 151-157.

