

Competence Of The Leader In Preschool Organizations

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Abstract: The article focuses on the main function of the heads of preschool education institutions, to find positive solutions to management issues in the achievement of the goals of the educational institution, to ensure the vital activities of the educational institution, as well as to address it.

Key words: preschool education institutions, advanced information and communication, media technologies, social and civic competence, school education standards.

After the independence of the Republic of Uzbekistan, as in all areas, reforms began in the field of education. The need for reforms is such that the training of potential personnel in accordance with world standards has become important for our independent Republic to find its place in the world community, not to lag behind in scientific and technological development. Accordingly, the Law on Education and the National Training Program have been developed. In order to ensure continuity and continuity between the subjects studied in general secondary education, secondary special, vocational education and higher education, DTS was developed in all subjects, textbooks created on the basis of curricula were tested and implemented.

At the same time, of course, the experience of advanced countries in the field of education in this system was studied. At the same time, it was found that in some areas there are cases of inefficiency. In particular, the fact that foreign languages are traditionally taught without the use of advanced information and

communication and media technologies, which does not meet modern requirements, is reflected in the Resolution of the First President of Uzbekistan dated December 10, 2012 PP-1875 "On further improving the system of learning foreign languages." found. Accordingly, on the basis of this decision, an action plan was developed, which provides for the development of existing curricula and programs in accordance with the "European competence in foreign languages." So what is a "Competence Approach"? The word "competition" is derived from the word "to compete", which means "to compete", "to compete", "to compete". Literally translated, it means "competitiveness". At the International Congress on Education at the end of the last century, educator Jacques Delorf described four pillars on which education is based: learning to learn, learning to do, learning to live together, at a Council of Europe symposium in Bern on March 27-30, 1996. the most important thing to reform is to identify core competencies, which in turn raises the question of whether learners can work successfully and then pursue higher education.

W. Huthamer, one of the leading competency developers, gives descriptions of the five core competencies that "European youth should have". These competencies include: -social and political competencies: participation in team decision-making and a sense of responsibility; - Competencies related to the life of a multicultural society: through education, young people should be taught intercultural competencies, ie the necessary qualities such as respect for others, the ability to live with people of other cultures, languages and religions; - Competences related to oral and written communication: It is important to know another language in addition to their native language; - Competences related to public information: to be critical of the information disseminated through the media, to know information technology to be able to distinguish its strengths and weaknesses; -constant study throughout life throughout the life of professional and social life.

On 18 December 2006, the European Parliament and Council recommended the following core competencies for continuing education: 1. Communication in one's mother tongue; 2. Ability to communicate in a foreign language; 3. Mathematical competence and basic competencies in science and technology; 4. Digital competence; 5. Learning to read; 6. Social and civic competence; 7. Entrepreneurship and a sense of initiative; 8. Awareness of culture and its expression. Today, many European countries have created an education system based on these competencies. In the UK, six core competencies have been taken as the basis. Key competencies: - to communicate; - accounting; -information literacy. Educational standards have been used in the United States since the 1980s.

It is well known that the education system in the United States is not centralized. Accordingly, many issues related to education are addressed by each state. After research in Germany in the 1970s showed low results across the country, educational standards and curricula began to be developed. According to the German standard, the main focus in the education system is on the formation of basic skills and competencies in students, and the curriculum is not filled with excess knowledge. In Germany, school education standards have been mandatory since 2004. Education standards in Russia were developed in 1992, and in 1993 the development of temporary education standards began. Since 2000, the first generation of state education standards (general education) and the second generation (for higher education) have been developed.

According to the Resolution of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the Center for Secondary Special and Vocational Education dated June 4, 2013 "On the development of state educational standards and curricula for continuing education in general education" general secondary, secondary special, vocational education Creative groups consisting of

practical teachers, methodologists, leading scientists in 16 general education subjects taught in the institutions were formed. The creative teams developed draft State Educational Standards and Curricula for Continuing Education in General Education Sciences based on a competency-based approach. It is planned to pilot these STS and curriculum projects in the 2013-2014 academic year. The object of the experiment was two regional secondary schools and academic lyceums and colleges in each subject in the country.

It is well known that it is not possible to educate a student as a competent person with only one subject taught in the classroom. Accordingly, it was continued in all disciplines in the 2014-2015 academic year, the results of experimental and research work of DTS and curriculum projects were summed up at the Scientific-Methodical Council of the Republican Education Center on June 10-20, 2015. Natural textbooks on programs developed on the basis of such necessary competencies are also being revised and amended accordingly.

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