



## Readiness For The Organization Of Team Work In The Pedagogical Team For The Development Of A Preschool Educational Organization

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### ABSTRACT

The article covers issues such as preparation for the organization of work in the pedagogical team in the development of the organization of preschool education, its content and implementation in practice.

### KEYWORDS

Pedagogical team, preschool organization, motivational-value training, managerial management skills, technological component

### INTRODUCTION

In modern conditions of the development of preschool education, the well-coordinated work of the kindergarten team to create optimal conditions for the harmonious development of the preschooler's personality becomes relevant. A special role in this process can be played by the organization of the teamwork of teachers to solve the

problems of development of a preschool educational organization in the development and implementation of innovative projects.

## THE MAIN RESULTS AND FINDINGS

Understanding and solving the problem of readiness to organize teamwork in the teaching staff is based, on the one hand, on the conclusions arising from the theoretical analysis of scientific works on the personal and professional development of the leader and the subjective nature of his innovative activity, on the other hand, on some conceptual ideas and approaches to professional training of education managers, in particular, preschool education leaders (LA Gorshunova, AI Zhilin, FS Kovkina) [1 - 3].

Taking into account the generalization of the results of our two-sided analysis of the content and structure of readiness for organizing teamwork to solve the problems of development of a preschool educational organization, it allowed us to introduce the concept of "readiness", which is considered as a special internal activity for restructuring subjective attitudes towards what is happening due to reassessment of personal positions, rethinking professional goals tasks.

The readiness of the head of preschool education to organize teamwork to solve the problems of development of a preschool educational organization, from our point of view, is a holistic integral personality neoformation, reflecting the unity of motivational-value, cognitive-volitional and technological components, the essential nature of which is determined by its reserve capabilities, manifested in the ability to create conditions that ensure the success of the implementation of innovative projects and the development of the innovative potential of a preschool educational organization. Thus, in the structure of readiness to organize

teamwork for solving the problems of kindergarten development, we distinguish three interrelated components: motivational - value; cognitively - strong-willed; technological.

Motivational and value readiness is determined by the formation of value and target orientations in the activities of the leader in managing team work. It manifests itself in motivation, prompting the subject to professional and personal development, isolating socially significant goals of innovative management activities; in the presence of a close connection between the implemented system of management impact and the awareness of its motives.

Decentralization of the education management system, the independence of the preschool educational organization, the increasing complexity of the professional activity of the leader require a high level of development of the volitional (or regulatory) potential of the individual - responsibility, independence, dedication, determination, as well as the skills and abilities of the leader to use special scientific, professional, managerial and methodological knowledge in innovation management. Considering the cognitive - volitional component of the readiness of the head of the kindergarten to organize teamwork to solve the problems of development of the preschool educational organization, we relied on a number of studies that help to reveal the essential nature of this component of potential readiness.

Cognitive - volitional readiness is investigated by us in two aspects: as a complex of professional - basic knowledge, skills and abilities, allowing to carry out the main types of

management activities; as the presence of innovative potential associated with the creative ability of managers to integrate and produce new ideas and ideas (designing and modeling them in practice), his education and cultural and aesthetic development, openness to new things, to dissent, based on tolerance, flexibility, panoramic thinking.

The cognitive - volitional component of the potential readiness of the leaders of a preschool educational organization presupposes the expression of professionally important qualities of the manager's personality: intellectual abilities, emotional stability, volitional potential of the individual (responsibility, ability for self-government, needs and readiness for self-development), gnostic abilities, openness to new things, communicative and organizational skills.

The technological component of potential readiness is determined by the manager's possession of technologies for managing innovative activities of a preschool educational organization, including the technology of organizing teamwork to solve the problems of developing a preschool educational organization, the ability to effectively self-regulate mental and managerial processes by him on the basis of adequate self-assessment, self-diagnosis, self-control; the desire of the leader to reveal himself in activities; to show their communication and organizational skills in management activities; focus on organizing activities as optimal interaction with people; the willingness to make management decisions in conditions of uncertainty based on the coordination of the values and interests of the participants in the innovative project within the framework of the developed strategy,

philosophy and mission of the preschool educational organization.

The main indicators of the technological component of the potential readiness of managers to organize teamwork to solve the problems of development of a preschool educational organization are updated professional knowledge and various levels of development of professional skills that make up the essence of managing the development of a preschool educational organization. We considered analytical, projective, organizational, communicative, reflexive skills as the main groups of skills.

## CONCLUSION

Summarizing the above, it can be stated that the development of the readiness of preschool education leaders to organize teamwork to solve the problems of development of a preschool educational organization can be assessed on the basis of studying the motivational and innovative orientation, which constitutes the essence of motivational and value readiness, needs in the application and updating of the educational process, focus on success; a component of the cognitive - volitional component of readiness, which manifests itself in the ability to initiate innovative activity, openness to new things, an indicator of which is initiative and flexibility; assessing technological readiness, manifested in innovative activity - the ability to independently find solutions to non-standard problems and include teachers and other specialists of a preschool educational organization in the management of innovative activities, corporate governance organizations.

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