

## SOCIAL DESIGN IN THE PROCESS OF MANAGING A PRESCHOOL EDUCATIONAL ORGANIZATION

**Muminova Zebo Rixsibaevna**  
**MASTER'S SPECIALTY**  
**"70410801 - Educational Management"**

**Abstract:** The modern system of preschool education requires the introduction of innovative forms of management that will ensure not only the fulfillment of educational standards, but also the full development of the child's personality. Social design is becoming an effective tool in the management of an educational organization, since it is aimed at creating conditions for cooperation between all participants in the educational process, developing the personal potential of preschoolers, and implementing socially significant initiatives. The article examines the theoretical aspects of social design, reveals its functions, goals and objectives, and describes practical approaches to its implementation in the management structure of a preschool institution.

**Keywords:** social design, preschool education, management, personality development, pedagogical interaction, innovation.

### **Introduction**

In the context of dynamic changes in the social and educational environment, the search for effective management solutions that can ensure the sustainable development of preschool educational organizations is of particular importance. The upbringing and education of preschool children is a complex and multifaceted process that requires a systematic approach and the use of modern technologies. One of such technologies is social design, the essence of which lies in the targeted, step-by-step and conscious planning of actions aimed at solving urgent social problems and forming positive changes in the educational environment. Managing a preschool organization based on social design allows not only to systematize internal processes, but also to activate the participation of all interested parties - teachers, parents, social partners and the children themselves - in creating a favorable and developing educational environment. Thus, this area is of particular importance in the context of the modernization of preschool education and requires a deeper theoretical and practical understanding. Social design as a scientific and practical direction is studied within the framework of pedagogy, sociology, psychology and management. Its essence lies in the creation and implementation of projects aimed at transforming certain social conditions, solving problems or satisfying the needs

of target groups. In the context of preschool education, social design is aimed at forming a positive social experience in children, developing communication skills, and nurturing moral and cultural values. The theoretical basis of social design is formed by the ideas of humanistic pedagogy, activity-based and personality-oriented approaches, as well as the concept of subject-subject interaction. A project as a form of activity presupposes the presence of a goal, plan, resources and expected results, which makes it a convenient tool for managing an educational organization. The methodology of social design in preschool educational institutions is based on the principles of consistency, partnership, openness, accessibility and focus on the development of the child's personality. Particular importance is attached to the interaction between participants in the educational process, the formation of a common vision of goals and ways to achieve them. Projects in the preschool educational environment can be both short-term and long-term, aimed at developing certain competencies in children or solving organizational and educational problems.

#### **Social design in the preschool educational institution management system.**

The introduction of social design into the preschool educational institution management practice allows systematizing the planning, organization, motivation and control processes, as well as increasing the management efficiency by focusing on specific results. Project management in an educational organization requires a clear distribution of roles, coordination of the participants' interests, monitoring of the implementation process and evaluation of the results obtained. Projects can cover various areas: environmental education, formation of a healthy lifestyle, development of patriotic feelings, introduction to culture and art, strengthening of family ties and much more. An important aspect is that project activities allow taking into account the individual characteristics of children, their interests, level of development and needs, which makes the educational process more flexible and adapted. In the process of social design, educational, developmental and educational components are integrated, which ensures the integrity of the pedagogical process. In addition, projects contribute to the formation of teamwork skills in teachers, increasing their professional competence, and developing managerial thinking. Parents' participation in projects enhances the educational influence of the family and contributes to the formation of a single educational space.

**Practical implementation of social design in preschool educational institutions.** Practical implementation of social design in a preschool educational organization begins with identifying current problems or needs that require solutions. Based on the analysis of the educational environment, questionnaires for

teachers and parents, and observation of children, an idea for a future project is formed. Then its goal, objectives, content, expected results, resources, and stages of implementation are determined. Particular attention is paid to planning, since the success of the project depends on a clear and realistic structure. Next comes the stage of direct implementation, during which a set of activities is carried out to achieve the set goals. These can be classes, master classes, competitions, exhibitions, theme weeks, meetings with interesting people. During the project, it is important to ensure constant feedback from the participants, adjust actions if necessary, and track intermediate results. Upon completion of the project, it is assessed - both by formal and substantive criteria. The level of achievement of goals is analyzed, difficulties are identified, the effectiveness of the methods and forms of work used is assessed. The experience gained can be generalized and disseminated to other groups or organizations. Thus, social design in preschool educational institutions is not just a set of activities, but a holistic technology that ensures the development of an educational organization and improves the quality of services provided.

### **Conclusion.**

Social design in the process of managing a preschool educational organization is an innovative technology that allows not only to modernize management practices, but also to ensure the full development of all participants in the educational process. Thanks to social projects, conditions are created for developing the pedagogical potential of the team, strengthening interaction with the family, increasing motivation and interest in learning in children. The effectiveness of social design directly depends on the professional training of the management team, the availability of methodological support and the willingness to cooperate of all participants in the educational process. In the context of modernization of Russian education, social design should take a worthy place in the system of managing preschool organizations as one of the most promising and effective approaches.

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