

**TECHNOLOGY OF ORGANIZATION OF ADDITIONAL SERVICES IN PRESCHOOL
EDUCATIONAL ORGANIZATIONS**

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Abstract: *The article provides a detailed overview of the technology for organizing additional services in preschool educational organizations.*

Аннотация: *В статье всесторонне освещена технология организации дополнительных услуг в дошкольных образовательных учреждениях.*

Keywords: *innovative environment, preschool education, management development, educational technologies, creativity, spatial organization.*

Ключевые слова: *инновационная среда, дошкольное образование, развитие менеджмента, образовательные технологии, творчество, организация пространства.*

Today, it can be concluded that the organization of the management activities of preschool educational organizations based on modern requirements guarantees the achievement of results by increasing the efficiency of the educational process, rational use of resources, ensuring effective cooperation between participants, and implementing innovative projects.

According to our observations, the first and most important stage of innovative management activities in preschool educational organizations is the study and analysis of the environment, which we believe serves as a basis for the correct direction of the leader's subsequent decision-making, planning, and management mechanisms. Environment is understood as a set of external and internal factors that influence the functioning of a preschool educational organization. In the process of studying the external environment, the head of the organization takes into account a wide range of indicators, such as changes in educational policy, new needs of society, the level of demand for preschool education by the population, economic and social conditions, regulatory and legal documents, international educational trends, the activities of competing organizations, and the expectations of parents. By analyzing the external environment, the head identifies the development prospects of the organization, understands the need to introduce new services, and aligns its activities with the priority areas set by state policy. In this case, the use of modern management approaches, in particular, methods such as SWOT analysis and PEST analysis, allows the head of the preschool educational organization to clearly see external opportunities and threats. For

example, if the increase in the population and the social activity of young families increase the demand for the services of educational institutions, economic difficulties or the emergence of competing private kindergartens become a risk factor for the organization. Therefore, a deep and systematic study of the external environment serves as a necessary basis for the leader to diversify services, determine pricing policies, organize additional services, and develop a marketing strategy. It should be noted that the process of assessing internal capabilities includes an analysis of the organization's own resources and potential. Here, the focus is on the qualifications of pedagogical personnel, the leader's management skills, material and technical base, financial resources, existing educational programs, quality of services, the environment within the team, opportunities for introducing innovations, and cooperation with parents. An analysis of internal capabilities shows the leader the strengths and weaknesses of the organization. For example, highly qualified personnel, modernly equipped group rooms, and innovative educational programs are considered strengths of the organization. However, financial constraints, staff shortages, low motivation in the team, or poor cooperation with parents may be manifested as weaknesses. Thus, by assessing internal capabilities, the leader correctly identifies the organization's development opportunities, determines ways to effectively use existing resources, and optimizes services in accordance with the demands and needs of the external environment. The stage of in-depth and systematic study and analysis of the environment, that is, a complete understanding of external and internal factors, creates a solid foundation for the head of a preschool educational organization to effectively implement management activities based on an innovative approach.

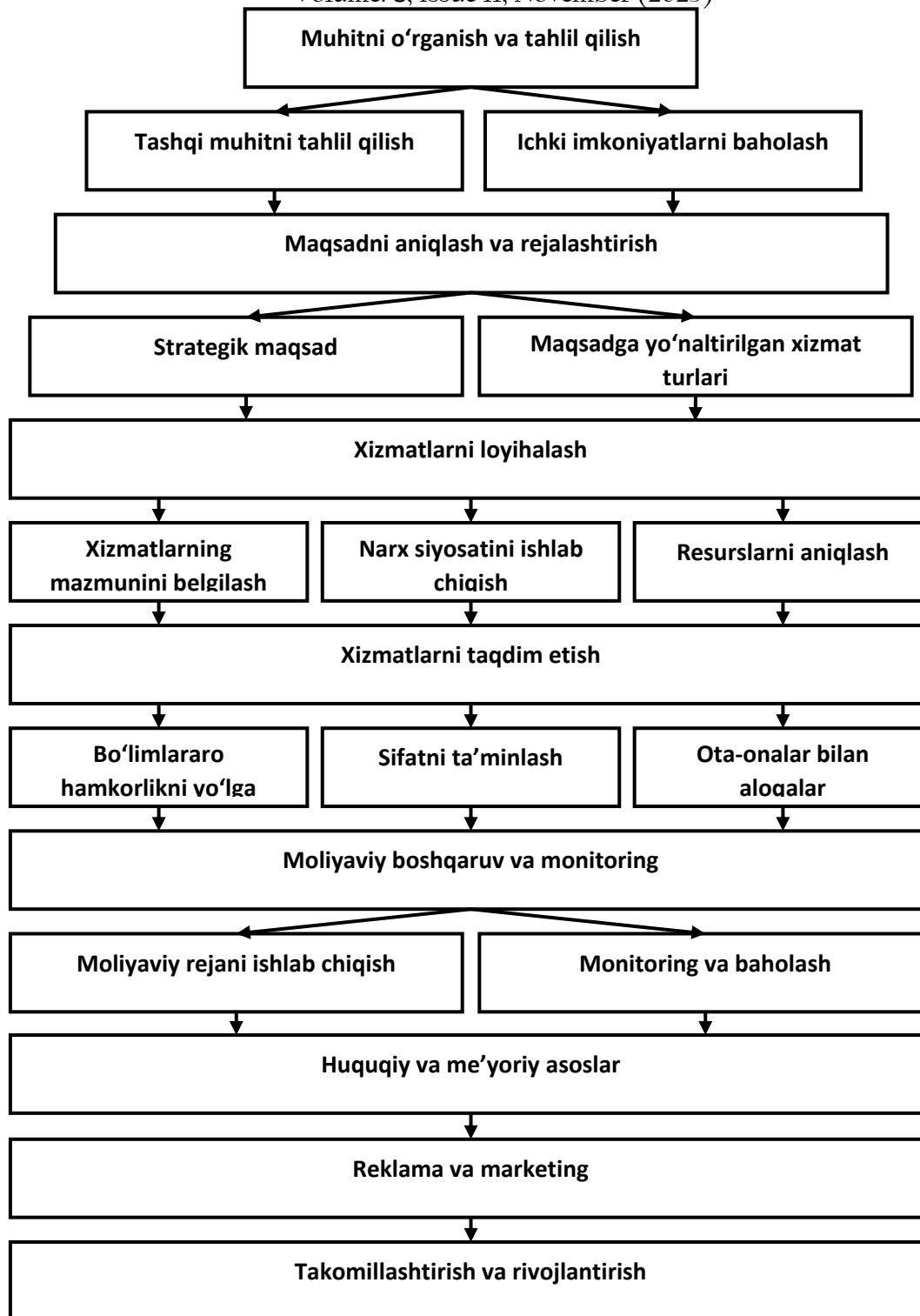


Figure 1. Systematic project model for organizing paid services in preschool educational organizations

In the effective implementation of management activities based on innovative approaches in preschool educational organizations, an important stage after studying and analyzing the environment is goal setting and planning. The effectiveness of any management activity depends on clearly defined goals, which guide the entire process, from the general strategic direction to small tasks in daily activities. In the process of goal setting, the leader relies on the results of the analysis of the external and internal environment, that is, the needs of society for preschool education, the priorities set by

state policy, the expectations of parents, and the organization's own resources and capabilities are taken into account as a whole. From this perspective, goal setting is not accidental, but a scientifically based process that serves to determine the strategic directions of management.

In our opinion, planning is a logical continuation of the implementation of the set goal in practice. If the goal indicates what the educational organization will achieve, planning determines how to achieve it. The planning process in preschool educational organizations is carried out at several levels: at the strategic level, long-term development concepts are developed, specific projects and programs are determined in medium-term plans, and short-term operational plans serve to organize daily activities. In the planning process, the leader, based on innovative approaches, determines priority areas such as the effective use of available resources, the organization of additional services, improving the quality and efficiency of education, strengthening cooperation with parents, and the introduction of modern pedagogical technologies. It should be noted that the effectiveness of the goal-setting and planning stage depends, first of all, on the pursuit of specific and measurable results in the organization's activities, that is, on the development of goals based on the SMART approach. This approach ensures the clarity, measurability, feasibility, relevance, and implementation of goals within specific deadlines. For example, instead of a general goal such as "Improving the quality of education", setting a more specific goal such as "increase the share of teachers conducting the lesson process based on interactive methods in a preschool educational organization from 30 percent to 60 percent in the next academic year" will make the leader's management activities more effective. In the planning process, the necessary resources, methods and monitoring mechanisms are determined to achieve such a goal.

Also, the mission and vision of the organization play an important role in the planning process. While the mission expresses the general task and main essence of the organization in society, the vision shows what the organization will look like in the long term. A correctly defined mission and vision by the leader will help the organization's team strive for a common goal, increase motivation, and establish effective communication with parents and partner organizations. At the same time, the planning process should also take into account the tasks set in state programs for the development of the preschool education system, international standards and innovative management practices.

In general, the goal-setting and planning stage serves as the foundation for organizing and managing additional services in a preschool educational organization. It not only clearly guides organizational activities, but also creates an effective management mechanism that guarantees future results. The goals identified at this stage serve as the main criterion for all subsequent processes - design, provision, monitoring and improvement of services. Therefore, when determining and planning goals, the leader must implement continuous and systematic planning based on innovative approaches,

taking into account not only the current conditions, but also future needs and opportunities.

One of the important aspects here is that one of the important stages of designing services in preschool educational organizations is to clearly define their content. Content is understood as the pedagogical, psychological and social goals of the additional service, its contribution to the development process of children and the level of satisfaction of the needs of parents. For example, if a foreign language club is being organized, its content should include elements such as the formation of interest in learning a language, the development of communicative skills, and the use of interactive methods. At the same time, the content should correspond to the age characteristics of the child, stimulate his natural interest and desire to learn. Correctly defining the content of the service not only makes the pedagogical process effective, but also increases the trust of parents and forms an innovative image of the organization. Another important part of the technology of management activities of preschool educational organizations based on innovative approaches is the development of a pricing policy. Pricing policy is a decisive factor in ensuring the economic sustainability of the organization, the attractiveness of services for parents, and competitiveness in the market. When setting prices, several criteria are taken into account: the cost of providing services, the qualifications and salaries of personnel, the necessary material and technical resources, the solvency of parents, and regional market conditions. Pricing policy should be based not only on economic factors, but also take into account the principles of social justice. For example, discounts or benefits can be established for certain families in need of social protection. A pricing policy developed in this way will bring additional financial resources to the organization, ensure the sustainability of services, and strengthen the trust of parents.

A clear definition of resources is also one of the important processes at the service design stage. Resources are understood as material and technical resources, financial resources, human capital, organizational capabilities, and information resources. For example, when organizing a sports club, sports equipment, a specially equipped hall, a qualified coach, additional training materials, and financial support are required. In the process of identifying resources, the leader assesses the available opportunities and develops a clear strategy for attracting the missing resources. This process may include mechanisms such as establishing effective cooperation, attracting sponsorship funds, or using government programs. The more clearly and completely the resources are identified, the more stable and efficient the process of implementing services will be.

In general, determining the content of services, developing a pricing policy, and identifying resources are inextricably linked and are the three main pillars of the effective design of additional services in a preschool educational organization. Content provides pedagogical efficiency, pricing policy provides economic stability, and a clear definition of resources provides organizational and material guarantees. Thus, well-designed services become an important factor in improving the quality of education of the organization,

ensuring parental satisfaction, and effectively organizing innovative management activities.

According to our observations, the process of providing additional services in a preschool educational organization includes not only the implementation of the goals and objectives developed at the design and planning stage, but also ensuring their quality and strengthening social trust. The effectiveness of this stage depends, first of all, on the organization of services on the basis of cooperation between various departments and specialists, the constant monitoring of the quality of the services provided, and the establishment of continuous communication with parents.

First of all, the establishment of interdepartmental cooperation is the main condition for the effective provision of services. The pedagogical team of a preschool educational organization, administrative staff, psychologist, medical worker, speech therapist, methodologist and other specialists should work as a single system in the provision of additional services. For example, if sports or art clubs are organized, medical workers, together with teachers, monitor the health of children, a psychologist assesses their psychological readiness, and the administration resolves organizational issues. Such cooperation not only ensures the proper implementation of services, but also allows for a comprehensive approach to child development.

Secondly, quality assurance is one of the main criteria for additional services. In the process of providing services, it is necessary to introduce mechanisms for constant quality control. In this process, the quality standards of pedagogical activities, compliance with state requirements for child development, parents' opinions and suggestions, and the results of internal monitoring are taken as the main indicators. One of the important aspects of quality assurance is the use of innovative methods, providing services based on modern didactic materials, and regularly improving the skills of specialists. In this way, when quality control becomes a permanent mechanism, the services provided will be not only effective, but also sustainable and competitive.

Thirdly, communication with parents is an integral part of the provision of services. After all, although the main consumers of additional services are children, parents are the ones who support them financially and morally. Therefore, in the process of providing services, it is important to regularly communicate with parents, take their opinions into account, and provide objective information about the results of services. For this, it is effective to use forms such as meetings with parents, seminars, open days, communication through online platforms. The active participation of parents serves to improve the quality of services, adapt them to their needs, and strengthen trust in the preschool educational organization.

In general, when interdepartmental cooperation, quality assurance, and communication with parents are combined at the stage of service provision, the additional services of the preschool educational organization achieve high efficiency. This process not

only supports the development of children, but also ensures parental satisfaction and enhances the social reputation of the organization.

During our research, we found that one of the most important aspects of effective management of additional services in preschool educational organizations is the financial management and monitoring system. Because in addition to the rich content and quality of services, it is also necessary to ensure their economic sustainability. Only when financial management is organized on the basis of a well-thought-out plan and monitored with constant monitoring, additional services become a system that brings not only pedagogical efficiency, but also economic benefits.

In general, the improvement and innovative development of additional services ensures the continuous development, competitiveness and high social prestige of the preschool educational organization in society. Regular updating of services contributes to the comprehensive development of children, the satisfaction of parents and the emergence of the creative potential of the pedagogical team. Thus, improvement and innovative development are considered one of the strategic priority areas of the management of the preschool educational organization.

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