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## Organization of Planning in Preschool Educational Institutions

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ABSTRACT

Educational process in preschool educational institutions largely depends on the quality of its planning. Planning includes setting goals, developing rules and sequences of actions, anticipating and forecasting results.

**Keywords:**

Planning, educational institution, preschool

The effectiveness of the educational process in preschool educational institutions largely depends on the quality of its planning. Planning includes setting goals, developing rules and sequences of actions, anticipating and forecasting results.

A plan is a condition for the purposefulness and organization of the teacher's work, protection from drift, from captivity of small current affairs, one-sidedness and omission of some significant development tasks. A plan is, first of all, goal setting. Planning helps the teacher to evenly distribute program material throughout the year, consolidate it in a timely manner, and avoid overload and haste. A plan helps to foresee and think about methods, techniques, and the purpose of education and training in advance.

A plan is the main document on the basis of which the activities of specialists of a structural unit are organized. A systematic approach to planning is ensured by a strictly thought-out structure and content of the plans of all specialists. However, it is accepted that

during the implementation process plans can be clarified and adjusted depending on objective conditions. A properly drawn up work plan brings clarity, predicts difficulties, saves time, increases responsibility, and makes work easier.

The set of different types of planning used simultaneously in a separate preschool educational institution is called its form. A structural unit can also have its own form. Any form of planning can be considered by content, scale of presentation, degree of detail, etc. In terms of time parameters, the following plans apply:

- long-term, compiled for a long period (year, quarter, month);
- calendar, compiled for a short period (week, day);
- cyclogram – a diagram of regularly held events (during the year, month). In the Model Regulations on the Child Play Support Center in clause 2.3, it is noted that “the content and methods of activity of the CIPR are determined by the program of the educational institution,

additional education programs, individual-oriented programs developed and implemented by the institution in accordance with the state educational standard,” and also, that group work with children and their parents can be organized by several specialists at the same time.

If we consider the planning of the work of a structural unit in the general system of plans of a preschool institution, we can distinguish several types of plans.

1. The work plan of the structural unit as a whole, which is drawn up by the head of the structural unit and approved by the pedagogical council of the preschool institution:

- annual plan;
- promising.

2. An individual plan is drawn up by teachers and specialists in accordance with the staffing schedule (music director, educational psychologist, speech therapist teacher, speech pathologist, social teacher, additional education teacher, specialist):

- annual plan;
- calendar;
- plans for individual and group work (included in the list of documents for the child).

3. A plan for working with a specific group of children and parents is drawn up by the teacher (for short-stay groups and child play support centers):

- calendar plan for the teacher’s work;
- plans for individual and group work (included in the list of documents for the child).

With proper planning, the head of a structural unit has the opportunity to rationally distribute the work of specialists over time and predict results, which creates the prerequisites for the successful organization of a new form of activity.

This can also be facilitated by drawing up a program - an internal document of a structural unit, taking into account the specific conditions and real situation of a particular preschool educational institution.

The program is a document that performs various functions: the basis for payment, characteristics of the professional level of the

teacher, the specifics of the content of the educational process and psychological and pedagogical assistance to the family and child.

The work program of the structural unit is based on the development program and educational program of the preschool educational institution. It may have a similar adapted structure.

1. Explanatory note or introduction (for a gradual introduction to the content of the program), which reflects

1.1. Relevance (demand by parents for a new form of work in the microdistrict) and capabilities of a particular preschool institution: availability of premises, material and technical base, qualifications and employment of teachers, priority areas of activity.

1.2. Regulatory legal documents regulating the activities of a structural unit.

2. Software and methodological support of the work (based on the educational program of the preschool educational institution).

2.1. Goal and objectives (direction of activity, specific, qualitatively characterized desired result that determines the strategy and tactics of the educational process, taking into account the interests of parents and society).

2.2. Principles of constructing educational work.

2.3. Methods, techniques, tools for working with children and parents.

2.4. Contingent of pupils and parents.

3. The content of the work includes materials on the areas of activity of teachers and specialists. (what volume of information; how it is distributed throughout the year; what information is included in the sections; in what form and by what methods the work is carried out depending on the topic or type of activity, etc.). The material can be presented in the form of an expanded text, grouped by age and section with the addition of additional plans and guidelines.

3.1. Adapted model of the educational process during the stay of children and parents (time distribution of various types of activities).

3.2. A thematic or long-term plan for the teacher's work.

3.3. Thematic or long-term work plan for specialists.

4. Diagnostics taking into account the areas of activity of structural units.

Diagnostics are carried out in those areas and problems that are determined by specialists of a particular preschool educational institution. This may depend, for example, on the type of short-term stay group, in the advisory center on the questions that parents asked, in the play support center - diagnostics of readiness to attend a preschool institution, parents mastering play interaction techniques, etc. If the work is new - forms are associated with the provision of psychological, medical, social and correctional assistance; diagnostics helps to create an individual route for accompanying the child.

4.1. Diagnostics used (name, who developed them, evaluation criteria).

4.2. Data recording forms (sample).

4.3. Results of surveys conducted for the previous academic year (with a brief analysis or conclusion).

5. Conditions for the implementation of the program.

5.1. Distribution of responsibilities between employees of a structural unit.

5.2. Working with parents may include:

- forms, methods of interaction and approximate topics of events;

- conditions necessary for involving parents in the educational process;

- questionnaires for parents.

5.3. Components of the subject-development environment:

- specialists' offices (which rooms are used for classes with children and play sessions);

- areas for joint activities with adults and free independent activity;

- necessary equipment and materials for working with children, diagnostics, and correctional activities.

5.4. Interaction with medical institutions, social services, psychological, medical and social support institutions.

Programs, like plans of specialists, can be presented in text and graphic forms. This is the most optimal combination, which is noted by many modern authors considering planning issues. Without text form, according to L.M. Volobueva, it is impossible to assess the completeness and integrity of the content without graphics - to optimally coordinate events in space and time in order to avoid overloaded weeks, "collision" of events. The graphic form allows you to analyze the systematic nature of activities, sequence, continuity, density of events, and the workload of teachers in a certain period of time.

It is necessary to coordinate with the program the current activities and plans of specialists who specify, and in some cases correct or supplement it with activities.

Thus, planning is a complex process that requires time and coordination of the efforts of all specialists, but built on a realistic basis, with an integrated approach to solving the most important problems, it largely determines the efficiency and effectiveness of the activities of a structural unit. The organizing principle in this process belongs to its leader.

### Literature

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