

**Mechanisms for Improving the Management Competence of Preschool
Education Organization Leaders
Umid Ochilovich Khalmonov,
Employee of the Scientific and Methodological Center for Educational
Development of the Republic of Uzbekistan**

Annotation: This article explores the mechanisms for improving the management competence of preschool education organization leaders in Uzbekistan. It analyzes various strategies, such as professional development programs, mentorship, the use of technology, and collaborative leadership practices, aimed at enhancing leadership skills. The study employs a mixed-methods approach, including surveys, interviews, and training evaluations, to gather insights into the challenges and opportunities for leaders in the sector. The findings highlight the importance of continuous professional growth, policy support, and the adoption of digital tools to ensure effective management in early childhood education.

Keywords: management competence, preschool education, leadership development, professional development, mentorship, digital tools, early childhood education, Uzbekistan, collaborative leadership, education management

Introduction: The role of leadership in the field of preschool education has become increasingly important as early childhood development continues to be recognized as a crucial stage for fostering cognitive, social, and emotional growth. In Uzbekistan, there is a growing emphasis on enhancing the quality of preschool education through effective leadership and management practices. The management competence of leaders in preschool education organizations plays a pivotal role in ensuring educational excellence, organizational efficiency, and the overall well-being of children. This article aims to explore and analyze the mechanisms that can improve the management competence of preschool education organization leaders in Uzbekistan. By examining various strategies and tools, the article will provide insights into how these mechanisms contribute to the professional growth of leaders and the development of high-quality early childhood education. In Uzbekistan, the government has taken steps to reform and strengthen the preschool education system, recognizing the need for competent leaders who can guide organizations in achieving

educational goals and meeting the developmental needs of children. The Ministry of Preschool Education has implemented various initiatives to improve the quality of preschool education, but there remains a need to enhance the management competencies of those in leadership positions. The ability of preschool education organization leaders to effectively manage resources, engage staff, communicate with parents, and foster a supportive learning environment is essential for the success of any early childhood program. Management competence, in the context of preschool education, encompasses a range of skills and knowledge areas, including strategic planning, organizational development, staff supervision, financial management, and effective communication. Leaders must also navigate complex educational policies, ensure regulatory compliance, and respond to the needs of diverse stakeholders, including children, parents, teachers, and the community. The development of these competencies requires targeted professional development programs, as well as mechanisms for continuous learning and growth. This article explores the various mechanisms that can enhance the management competence of preschool education organization leaders in Uzbekistan. By focusing on professional development, mentorship, the use of technology, policy frameworks, and collaborative practices, the article aims to provide a roadmap for improving leadership in the preschool sector, ultimately contributing to better educational outcomes for children.

Methods: To investigate the mechanisms for improving management competence, a mixed-methods approach was employed. The study consisted of both qualitative and quantitative methods to ensure a comprehensive understanding of the issue:

1. **Literature Review:** A thorough review of international and national research was conducted to identify best practices in preschool management competence. The study also analyzed current policies and frameworks in Uzbekistan concerning early childhood education leadership.
2. **Surveys:** A survey was administered to preschool education organization leaders across several regions of Uzbekistan to assess their current management skills and identify areas of improvement.

3. **Interviews:** Semi-structured interviews were conducted with selected preschool leaders, policy makers, and education experts to gain in-depth insights into the challenges and opportunities faced by managers in the sector.
4. **Workshops and Training Evaluations:** Data was collected from ongoing workshops and professional development programs aimed at improving leadership skills in preschool settings. Feedback from participants provided valuable information on the effectiveness of these programs.

Discussion and Results: The study identified several key mechanisms that can be employed to enhance the management competence of preschool education leaders:

1. **Professional Development Programs:** Continuous professional development was found to be one of the most effective mechanisms for improving management competence. These programs should focus on both the technical and human aspects of management, including decision-making, communication, and organizational planning. Tailored workshops and certification courses on leadership in early childhood education have been shown to significantly improve the skills of managers.
2. **Mentorship and Peer Learning:** Establishing mentorship programs where experienced leaders mentor younger or less experienced ones fosters a culture of knowledge sharing and collaborative growth. Peer learning groups can also serve as platforms for discussing challenges and developing innovative solutions to management issues.
3. **Use of Technology in Management:** The adoption of digital tools and platforms for management tasks such as planning, communication, and resource allocation was highlighted as a key area for improvement. Training leaders in the use of these tools increases efficiency and ensures a more organized approach to managing educational institutions.
4. **Policy and Regulatory Support:** The study found that leaders benefit from clear policy guidelines and support from the Ministry of Preschool Education. Regular updates on regulatory frameworks and ensuring that leaders are well-versed in these regulations are crucial for effective management.

5. **Collaborative Leadership Practices:** Encouraging a collaborative leadership model, where decision-making is shared among staff and community stakeholders, leads to more inclusive and effective management. Leaders who engage teachers, parents, and community members in organizational decisions tend to have more successful outcomes.
6. **Performance Feedback and Self-Assessment:** Leaders who regularly receive constructive feedback on their performance, along with opportunities for self-assessment, are more likely to improve their skills. Implementing a structured feedback system, where leaders can reflect on their progress, was shown to be beneficial.

Results Summary: The surveys revealed that while most leaders had strong foundational knowledge in educational practices, they often lacked skills in strategic planning, resource management, and communication. Workshops and training programs that integrated real-world management scenarios were found to be most effective in developing these competencies. The introduction of digital management tools was welcomed but required more widespread implementation and training to become fully effective.

Conclusion: Improving the management competence of preschool education organization leaders is vital for the overall success of early childhood education in Uzbekistan. Through professional development programs, mentorship, the use of technology, policy support, and collaborative leadership practices, leaders can enhance their management capabilities, ultimately leading to better educational outcomes for children.

It is recommended that the Ministry of Preschool Education continue to invest in these mechanisms and consider establishing a national framework for the continuous professional development of preschool leaders. This will not only ensure that leaders are well-equipped to meet the challenges of modern preschool management but also elevate the quality of education provided to Uzbekistan's youngest learners. By fostering strong leadership at the preschool level, the foundation for lifelong learning and development can be firmly established, contributing to the nation's educational and social progress.

References:

1. Fullan, M. (2001). *Leading in a Culture of Change*. Jossey-Bass.
2. Goleman, D. (2000). Leadership that Gets Results. *Harvard Business Review*, 78(2), 78–90.
3. Bush, T. (2003). *Theories of Educational Leadership and Management* (3rd ed.). Sage Publications.
4. Day, C., Sammons, P., Leithwood, K., Hopkins, D., & Kington, A. (2007). *Teachers Matter: Connecting Work, Lives and Effectiveness*. Open University Press.
5. OECD. (2012). *Leadership for 21st Century Learning*. OECD Publishing.
6. Qayumov Q. N. KICHIK SHAHARLAR INFRASTRUKTURASIDA IJTIMOY SIYOSATNI RIVOJLANTIRISHNING USTUVOR JIHLTLARI //ILMIY AXBOROTNOMA. – 2021. – C. 75.
7. Nozimjonovich K. K. et al. THE SOCIAL PROBLEM OF VIOLENCE AGAINST WOMEN IN SMALL TOWNS OF UZBEKISTAN AND WOMEN IN THEM //International Journal of Early Childhood Special Education. – 2022. – T. 14. – №. 3.