

DEVELOPING THE PROFESSIONAL COMPETENCE OF PRESCHOOL  
EDUCATION ORGANIZATION DIRECTORS

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**Annotation:** This article highlights the theoretical and practical aspects of developing the professional competence of preschool education organization directors. The professional competence of a leader is analyzed as an essential factor influencing the quality and efficiency of education. The study explores ways to enhance the managerial, communicative, innovative, and social competencies of directors. The article also justifies effective mechanisms and pedagogical conditions for improving the professional potential of directors based on international experience and national education policy.

**Keywords:** preschool education, professional competence, director, leadership activity, managerial skills, innovative approach, pedagogical potential, professional development.

Through the implementation of organizational and pedagogical conditions in preparing future preschool education directors, opportunities have been created to improve the quality of educational content, resources, teaching staff, and educational and assessment technologies. During the implementation of pedagogical conditions, special attention was paid to transitioning from reproductive, traditional forms and methods of teaching to individual and creative approaches, taking into account the learner's personality and individual characteristics, developing individual learning trajectories, establishing equal and democratic relationships among participants in the educational process, and increasing learner engagement.

Thus, organizing the preparation of preschool education directors based on personality-oriented and project-based management has proven to be more effective, as it allows them to participate directly as active subjects in managerial and educational situations. In this model, the methodological, psychological, and methodological aspects of teaching are considered highly relevant.

Moreover, this process requires new content and technologies in education, which, when developed, must take into account the specific socio-cultural contexts in which the innovative activities of school managers are implemented, the unique personal qualities of preschool education directors, and the requirements placed on candidates for modern leadership competence in preschool management.

According to D. R. Primbekova, the content of developing the professional competence of leaders during the learning process is formed through direct interaction within the group, and later the formation of the individual requires a personalized approach in expanding the educational environment. When developing the content and technologies for teaching candidates for preschool directorship, it is necessary to consider the following evaluative criteria specific to management activities: professionalism, innovative literacy, performance, access to information, and the originality of the implemented innovation.

Through the integration of theoretical concepts and practical experience, as well as the technological and organizational components of the educational process, a holistic content is

ensured. Such an approach makes it possible to fully implement the preparation of preschool directors as active subjects in managerial and project-based management activities, enabling them to master new methodologies for managing innovative processes based on problem-solving in the educational environment.

This process results in the emergence of a new quality of the object — the formation of the modern preschool education director's personality. This approach implies that candidates for leadership master a set of new concepts and technological skills, effectively manage their application, and organize reflective activities at various levels.

In turn, this creates conditions for establishing a favorable educational environment and eliminating unfavorable or problematic situations — one of the key factors in improving the efficiency of management activities under new socio-economic conditions. It allows candidates to become active participants in the educational process.

All these aspects lead to a significant improvement in the professional level of modern preschool education directors. Consequently, the effectiveness of management activities increases, and through mastering innovative management methods, a strong reserve of knowledge, skills, and competencies in management is developed.

Modern socio-economic conditions have also set a range of specific requirements for the process of training preschool education organization directors, including the need to further improve the content and methods of education, and to apply advanced pedagogical and innovative teaching technologies.

As a result of our research, the following types of reflection characteristic of candidates were identified: ... (you can continue your text here).

#### Content-Theoretical Reflection

The essence of this type lies in the candidate's ability to understand and analyze their own actions within the educational and cognitive process, as well as to comprehend the interconnection among these actions. Through understanding, the candidate strives to abstract and generalize the content of the learning material, thereby developing theoretical knowledge and generalized learning activities.

#### 2. Formal-Empirical Reflection

This type of reflection helps to comprehend the external and specific characteristics of objects and phenomena.

#### 3. Retrospective Reflection

It focuses on existing experience, knowledge, ways of thinking, and methods of activity. This type of reflection helps the candidate to understand what they know or do not know, and what they are able or unable to perform.

#### 4. Prospective Reflection

This reflection is directed toward future actions. It enables the candidate to assimilate new material more easily because the topic being studied is partially familiar to them — they may have heard about it or encountered it before.

#### 5. Subjective Reflection

This type of reflection is related to the candidate's awareness of their own knowledge, behavior, and emotional state.

#### 6. Interpersonal (Pair or Group) Reflection

This involves uniting to achieve a common goal, organizing oneself in conditions of competition, and mobilizing knowledge to gain recognition.

Advanced pedagogical and project-based management technologies also play a special role in developing the professional competence of preschool directors. During the experimental phase of the research, it was confirmed that the use of the following advanced pedagogical technologies provided positive results in solving the research problem (Figure 2.1). The experiment proved the effectiveness of case study and assessment technologies in developing the professional competence of preschool directors.

This technology has been successfully applied in foreign educational practice for almost 150 years. Nowadays, the “case study” technology is also becoming increasingly popular in the educational system of our Republic [48]. This classical technology became widespread in the education of economically developed foreign countries. It was first applied in 1870 at the Harvard University Law School, and in 1920 it began to be used at the Harvard Business School. The first collection of cases was published in 1925, based on Harvard University's business reports [3].

The case study technology is of practical importance because it allows learners to develop analytical, practical, creative, communicative, social, and self-reflective skills [48, p.6]. Therefore, in the experimental process, special attention was paid to the purposeful and effective use of this technology.

A review of the literature confirms that cases can be divided into three groups according to their characteristics:

- Educational cases,
- Practical cases,
- Creative cases.

Educational cases consist of the following structural components:

1. Case description;
2. Case questions or assignments;
3. Instructor's solution.

### Assessment Technology Principles

The use of assessment technology is based on the following principles:

- Integrity – Preschool directors undergo various exercises and tests as part of the assessment process.
- Realism – The observed behavior of preschool directors is evaluated.
- Independence – Each candidate is evaluated by several specialists.
- Objectivity – Conclusions are based on standardized evaluation criteria.
- Reliability – Conclusions are independently substantiated by the preschool directors themselves.

In conclusion, educational technology serves as a foundation for organizing the independent professional activity of preschool directors using both traditional and innovative technologies. The training program developed for modern preschool directors aims to prepare competent leaders who understand and activate their leadership role in managing preschool organizations, master personality-oriented interaction skills, and become competent managers and professional leaders.

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