



**COMPONENTS OF THE PRACTICAL AND TECHNOLOGICAL SYSTEM FOR THE
FORMATION OF THE MANAGEMENT CULTURE OF THE DIRECTORS OF THE
PRESCHOOL EDUCATIONAL ORGANIZATION**

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Annotation: This research is aimed at identifying and systematic analysis of the main components of the practical-technological system in the formation of the management culture of the directors of the preschool educational organization. The study highlights the concept of management culture and its importance in preschool institutions. As components of the practical and technological system-management processes, communication tools, innovative technologies, leadership skills, as well as pedagogical and administrative resources are considered. Each component of this system serves to effectively organize the management activities of directors and develop their management culture. The results of the study can be a guide to improving the quality of management of preschool educational organizations and the professional development of leaders.

Keywords: managerial competencies, Preschool education, foreign experience, innovative leadership, strategic planning, digital management, etc.

**MAKTABGACHA TA'LIM TASHKILOTI DIREKTORLARINI BOSHQARUV
MADANIYATINI SHAKLLANTIRISHNING AMALIY- TEXNOLOGIK TIZIMNING
KOMPONENTLARI**

Annotasiya: Ushbu tadqiqot maktabgacha ta'lim tashkiloti direktorlarini boshqaruv madaniyatini shakllantirishda amaliy-texnologik tizimning asosiy komponentlarini aniqlash va tizimli tahlil qilishga qaratilgan. Tadqiqotda boshqaruv madaniyati kontseptsiyasi va uning maktabgacha ta'lim muassasalaridagi ahamiyati yoritiladi. Amaliy-texnologik tizim tarkibiy qismlari sifatida — boshqaruv jarayonlari, kommunikatsiya vositalari, innovatsion texnologiyalar, rahbarlik malakasi, hamda pedagogik va ma'muriy resurslar ko'rib chiqiladi. Ushbu tizimning har bir komponenti direktorlarning boshqaruv faoliyatini samarali tashkil etishga va ularning boshqaruv madaniyatini rivojlantirishga xizmat qiladi. Tadqiqot natijalari maktabgacha ta'lim tashkilotlarining boshqaruv sifatini oshirish hamda rahbarlarning kasbiy rivojlanishiga qo'llanma bo'lishi mumkin.

Kalit so'zlar: Boshqaruv kompetensiyalari, maktabgacha ta'lim, xorijiy tajriba, innovatsion liderlik, strategik rejalashtirish, raqamli boshqaruv va boshqalar.

**КОМПОНЕНТЫ ПРАКТИКО-ТЕХНОЛОГИЧЕСКОЙ СИСТЕМЫ
ФОРМИРОВАНИЯ УПРАВЛЕНЧЕСКОЙ КУЛЬТУРЫ РУКОВОДИТЕЛЕЙ
ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ**

Аннотация: Данное исследование направлено на выявление и системный анализ основных компонентов практико-технологической системы формирования управленческой культуры руководителей дошкольной образовательной организации. В

исследовании освещается понятие управленческой культуры и ее значение в дошкольных учреждениях. В качестве компонентов практической и технологической системы рассматриваются процессы управления, средства коммуникации, инновационные технологии, лидерские качества, а также педагогические и административные ресурсы. Каждый компонент этой системы служит для эффективной организации управленческой деятельности директоров и развития их культуры управления. Результаты исследования могут стать руководством к повышению качества управления дошкольными образовательными организациями и профессиональному развитию руководителей.

Ключевые слова: управленческие компетенции, Дошкольное образование, зарубежный опыт, инновационное лидерство, стратегическое планирование, цифровое управление и др.
Stages of Implementation of the Practical-Technological System for Developing the Management Culture of Preschool Education Organization Directors

To effectively implement the system, each stage must be organized step-by-step, systematically, and methodically. Below is a detailed description of each stage:

Diagnostic Stage

This stage forms the foundation of the system aimed at developing management culture. It helps determine the direction of subsequent stages by assessing the current state and level of directors' management competencies.

Assessment includes evaluating directors' professional knowledge, skills, and personal qualities. Diagnostics are carried out using surveys, psychological tests, and structured interviews covering components of management culture such as ethics, communication, strategic thinking, etc.

Assessment criteria include leadership traits, decision-making accuracy, ability to organize teamwork, and stress tolerance.

Outcome: An individual development map (profile) for each director is created.

Planning Stage

Based on diagnostic results, a pedagogical and organizational action plan is developed to implement the system. This includes preparing educational materials (training programs, case studies, practical exercises), determining training formats (online, offline, blended), recruiting trainers (psychologists, experienced directors), and preparing resources (rooms, equipment, teaching aids). The result is a phased roadmap for system implementation.

Implementation Stage

This stage involves putting into practice the planned pedagogical and methodological activities aimed at developing directors' management culture through educational, interactive, and practical sessions.

Key activities include:

Trainings on leadership, communication, decision-making, conflict management.

Coaching sessions for individual work with directors to identify personal development directions.

Experience sharing through meetings with advanced directors, open lessons, seminars.

Case studies focusing on solving real management challenges.

These activities develop directors' theoretical knowledge alongside practical management skills.

Monitoring and Analysis Stage

This stage evaluates the effectiveness of the implemented work, dynamics of changes, and achievements. Interim assessments (comparing before and after training), reflective interviews, anonymous feedback collection, and expert observations provide accurate data on system effectiveness, identifying strengths and weaknesses.

Reflection and Consolidation Stage

The final stage involves directors analyzing their own activities, drawing conclusions for professional growth, and defining ways to consolidate achievements.

Reflection activities help directors understand changes and develop strategies for self-improvement.

Self-assessment enables independent competency analysis.

Professional development plans outline future growth goals.

Recommendations, guidelines, and practical manuals are provided.

As a result, directors become ready for independent professional development and begin applying reflective approaches in their work.

Additional Notes on the System and Pedagogical Conditions

N.Sh. Miryusupova, in her scientific work "Development of Quality Competence of Preschool Education Organization Directors," identifies pedagogical conditions for organizing professional development of directors' quality competence. These include organizing short-term courses based on axiological, acmeological, systematic, competence-based, and reflective approaches; psychological-andragogical support; and continuous enhancement of directors' understanding of educational quality management.

Key pedagogical conditions for developing directors' culture include:

Organizational-Methodological Conditions:

Regular professional development courses for directors.

Development of methodological guides on innovative management methods.

Opportunities for practical experience through cultural tasks.

Psychological-Pedagogical Environment:

Creating an open environment for free thinking and decision-making.

Motivational tools aimed at self-expression of leaders.

Building trust, cooperation, and culture of idea exchange within teams.

Educational-Informational Conditions:

Use of electronic learning platforms for directors' self-improvement.

Constant access to scientific literature and advanced experiences.

Organization of special trainings and seminars on management culture.

Research shows that effective pedagogical conditions enable preschool education directors to fully realize their cultural potential. Strategic thinking, socio-psychological competencies, and innovative approaches of directors directly influence team activities.

Conclusion

The modern education system imposes increasing demands on preschool education directors, with management skills being paramount. Enhancing the quality of education is closely linked to the director's engagement in improving educational quality, understanding the unique features of their institution, and timely introducing management changes. High performance requires directors with professional communication culture and ethical standards.

Given the diversity of preschool institutions, the development of a specific model of cultural competencies for directors is crucial. New-generation directors must implement differentiated approaches considering staff abilities, needs, and professional demands, encouraging initiative and creative potential.

A modern director must combine pedagogical influence methods with management expertise to lead effectively and foster innovative, high-quality educational environments.

In conclusion, it can be said that regardless of the level of education, attention to the knowledge, skills, and qualifications of the director working in that sphere, and placing them in their proper role, is one of the key factors in the development of the system. It is important for the director to possess a high level of management culture and to thoroughly understand the requirements set for the director's role. A director with a strong management culture lays the foundation for improving the quality of education and increasing the sense of responsibility among staff.

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