

ADVANCED FOREIGN EXPERIENCE AND THE USE OF TOOLS FOR SHAPING THE MANAGEMENT CULTURE OF PRESCHOOL EDUCATION INSTITUTION DIRECTORS

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Annotasiya: Xorijiy tajribalar asosida maktabgacha ta'lim tashkilotlarida boshqaruv kompetensiyalarini rivojlantirish sohasiga hozirgi zamonaviy ta'limda maktabgacha ta'lim tashkilotlari rahbarlariga qo'yiladigan talablar va kasbiy standartlarda belgilangan funksional vazifalar, malaka oshirish jarayonida maktabgacha ta'lim tashkilotlari rahbar kadrlarining boshqaruv kompetensiyasini rivojlantirish jarayonini modellashtirish, malaka oshirish jarayonida maktabgacha ta'lim tashkilotlari rahbar kadrlari boshqaruv kompetensiyasini rivojlantirish metodikasi yoritib berilgan.

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

Аннотация: В области развития управленческих компетенций в дошкольных образовательных организациях на основе зарубежного опыта освещены требования к руководителям дошкольных образовательных организаций в современном современном образовании и функциональные задачи, установленные профессиональными стандартами, моделирование процесса развития управленческой компетенции руководящих кадров дошкольных образовательных организаций в процессе повышения квалификации, методика развития управленческой компетенции руководящих кадров дошкольных образовательных организаций в процессе повышения квалификации.

Ключевые слова: управленческие компетенции, Дошкольное образование, зарубежный опыт, инновационное лидерство, стратегическое планирование, цифровое управление и др.

USING THE BEST INTERNATIONAL EXPERIENCE IN DEVELOPING THE PERSONAL COMPETENCE OF THE DIRECTOR OF PRESCHOOL EDUCATION

Annotation: In the field of developing managerial competencies in preschool educational organizations, based on foreign experience, the requirements for managers of preschool educational organizations in modern modern education and the functional tasks set by professional standards, modeling the process of developing the managerial competence of senior staff of preschool educational organizations in the process of professional development, methods of developing the managerial competence of senior staff of preschool educational organizations in the process of professional development are highlighted.

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

Introduction

We turn to the analysis of the fundamental principles, methodological approaches, and management mechanisms that form the basis of methods for shaping the management culture of preschool education institution directors. The essence of management principles lies in their ability to ensure the coherence between the leader's activities, organizational goals, and

strategic decisions. From this perspective, special attention is paid to the principles of flexibility, inclusivity, and innovation, which enable the preschool education institution to adapt to the dynamic and changing conditions of its external and internal environment.

The management culture of a modern preschool education institution leader is the leader's ability to effectively organize the educational process, create a favorable environment for the development of educators and children, apply innovative approaches, and manage the team efficiently.

Management culture primarily depends on the leader's professional and personal qualities, level of pedagogical knowledge, communication skills, and ability to inspire the team. Today, directors of preschool education institutions must not only adhere to traditional management principles but also apply modern management, strategic planning, and innovative educational technologies.

Advanced Foreign Experience and Tools for Shaping the Management Culture of Preschool Education Institution Directors

Developing the management culture of preschool education institution directors is one of the urgent issues. Improving the quality of the pedagogical process and managing educational institutions effectively can be achieved by studying international experience and introducing advanced management methods.

Some advanced foreign experiences in shaping the management culture of preschool education institution directors are as follows.

Our President has recently implemented many new reforms to improve and develop the management system in our country. In particular, the Resolution No. 531 of the Cabinet of Ministers of the Republic of Uzbekistan, "On training candidates for the position of directors of state preschool education institutions in managerial courses, issuing managerial certificates, and establishing a system for appointing candidates to positions," was adopted. This was a major innovation that allows all directors to effectively organize activities and properly manage their institutions. In today's rapidly developing era, such innovation is, I believe, the first step toward great achievements.

If we look at the education management systems of foreign countries, all developed states have their unique management systems. The education management systems of developed countries such as Finland, the USA, Japan, Germany, Singapore, and the United Kingdom have been studied, and based on these, the following competencies of preschool education institution directors in our country can be developed.

Forming competencies such as strategic planning, digital management, innovative leadership, team management, pedagogical support, and results-oriented management in preschool education management systems yields good results. The preschool education system is an important stage in the intellectual, social, physical, and emotional development of children. Effective management of this system is necessary to improve the quality of education and ensure the comprehensive development of children. Therefore, like foreign countries, we need to develop modern management competencies.

For leaders of preschool education institutions, organizing professional development programs, trainings, and mentoring systems based on foreign experiences, and creating a dedicated application for them will double the speed of the management system. Also, international quality standards, technological innovations, and methodological methods adapted to children's developmental needs, along with innovative approaches that develop children's thinking skills, indicate the leader's focus on education quality in the management process.

In shaping the management culture of preschool education institution directors, it is necessary for leaders and educators to possess modern management competencies. These competencies include the following key aspects:

Finnish Experience:

A child-centered education system, with directors focusing on developing pedagogical leadership.

During the research, we found that the Finnish education system is one of the most advanced in the world, and its management model is very important for preschool education institution directors. Studying and implementing this experience helps identify principles that support the development of directors' management culture.

Main Principles of the Finnish Education System:

Focusing on the individual needs of children in the education process.

Creating a free and creative educational environment.

Ensuring the independence of teachers and supporting their professional development.

Based on principles of trust and cooperation in educational management.

Recommendations for Shaping Management Culture:

Developing pedagogical leadership: Directors must act as pedagogical leaders to improve education quality.

Creating support systems for teachers' professional development.

Implementing reflective management: Directors should continuously analyze their activities and take measures to improve effectiveness.

Regular communication with teachers and parents to analyze processes.

Introducing democratic management principles: Applying openness and transparency in preschool institutions.

Involving all stakeholders in decision-making processes.

Using innovative approaches: Introducing digital technologies into the management process and utilizing modern platforms.

Increasing directors' qualifications through online seminars and trainings.

Developing experience exchange and international cooperation: Studying advanced foreign experiences and applying them in practice. Cooperating with international educational organizations and participating in exchange programs.

In Finland, continuous professional development of directors at all stages of their careers is emphasized. Programs for directors include strategic management, leadership, and communication courses, with a focus on innovative approaches in education. A distinctive feature of the Finnish system is combining theoretical knowledge with practical skills by involving schools and preschool education institutions in development projects.

For example, in Finland, preschool education leaders are not only commanders but also team inspirers, open to dialogue, and leaders who appreciate each employee. They regularly attend training sessions, develop their psychological potential, and work on self-reflection.

The process of shaping management culture based on Finnish experience serves the professional growth of directors and improves education quality. Improving management principles can enhance the efficiency of preschool education institutions.

Singapore Model:

Special professional development programs and management training for preschool education directors.

USA and United Kingdom Experience:

Innovative management methods, strategic planning, and education quality assessment systems. In the USA and Canada, leaders act as "pedagogical leaders," meaning they do not only handle documentation but work directly with children's upbringing, curriculum effectiveness, and educator performance. Leaders and educators work as one team here.

Japanese Experience:

Team management and continuous improvement principles. In Japan, leaders follow the "servant leader" principle, prioritizing serving others, listening to them, and creating a trustworthy environment within the team. Every employee feels valued in the organization.

United Kingdom:

Key management features include:

Ofsted inspection: An independent organization that evaluates educational institutions.

Autonomous schools: Schools and preschool institutions independently plan their activities.

Comprehensive child development: Coordinating physical, emotional, and intellectual development.

Development programs: Professional development programs for leaders are organized.

Learnable aspects: Introducing independent evaluation systems, ensuring autonomy of educational institutions, and creating systems aimed at leader development.

You can see that the education management systems of foreign countries mentioned above are very effectively organized. Deeply studying the management foundations of foreign countries will develop the system in our country and support innovative management approaches.

2. Tools for Shaping Management Culture

The following tools can be used to develop the management culture of preschool education institution directors:

Professional development courses and trainings: Continuous education in educational management, psychology, and pedagogy.

Reflective approach: Analyzing one's own activities, identifying problems, and developing improvement strategies.

Use of digital technologies: Implementing electronic management systems, online learning platforms, and interactive communication tools.

Experience exchange programs: Collaborating with advanced foreign educational institutions, participating in seminars and conferences.

3. Stages of Implementing Advanced Experiences

The process of developing the management culture of preschool education institution directors is carried out in the following stages:

Diagnosis: Analyzing the current management system and identifying areas for improvement.

Planning: Developing a strategy for the development of management culture.

Implementation: Conducting professional development, training, and introducing new technologies.

Monitoring and evaluation: Assessing the effectiveness of changes and making necessary adjustments.

Conclusion

In conclusion, developing the management culture of preschool education institution directors based on advanced foreign experience serves to improve education quality. By using the experiences of developed countries, leaders can effectively utilize strategic management, pedagogical leadership, and innovative technologies. This helps modernize the education system and create a quality educational environment for future generations.

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