

MECHANISMS FOR IMPROVING MANAGEMENT COMPETENCE OF LEADERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

This article will provide feedback and feedback on the mechanisms of improving the management competence of the heads of the preschool educational organization. Improving the management competence of heads of preschool educational organizations is crucial for the delivery of high-quality early childhood education. Effective management in these settings not only ensures the smooth operation of daily activities but also plays a pivotal role in fostering an environment conducive to the developmental needs of young children.

Keywords: Management competence, preschool education, leadership skills, early childhood education, staff management, professional development, educational expertise, regulatory compliance, financial management, strategic planning.

Introduction

Given the unique challenges of managing preschool institutions, which include ensuring child safety, staff management, curriculum implementation, and maintaining compliance with regulatory standards, it is essential for leaders in this sector to continuously develop their management competencies. Management competence in preschool education involves a combination of leadership skills, educational expertise, and the ability to manage administrative tasks effectively. This competence is vital because preschool education forms the foundation of lifelong learning and development. The heads of preschool educational organizations need to be equipped not only with a deep understanding of early childhood education principles but also with strong managerial skills that enable them to lead their teams effectively, implement educational policies, and ensure a safe and nurturing environment for children.

To enhance the management competence of heads of preschool educational organizations, several key areas must be addressed:

Effective leaders in preschool education must possess a clear vision of what they want their institution to achieve. This vision should align with the broader goals of early childhood education, such as fostering a love for learning, promoting social and emotional development, and ensuring that children are prepared for their subsequent educational

experiences. Leaders must be able to articulate this vision to their staff, parents, and other stakeholders, ensuring that everyone is working towards the same objectives.

While management skills are crucial, heads of preschool organizations must also have a solid grounding in early childhood education principles. This includes understanding child development stages, curriculum design, and the latest educational methodologies. Continuous professional development in these areas ensures that leaders can guide their staff in implementing effective educational practices that meet the diverse needs of young children.

One of the primary responsibilities of a preschool manager is to recruit, train, and retain a competent and motivated staff. This requires strong interpersonal skills, an understanding of human resource management, and the ability to provide ongoing professional development opportunities for teachers and support staff. Effective staff management also involves creating a positive work environment, where staff feel valued, supported, and motivated to perform their best.

The ability to communicate effectively with staff, parents, children, and external stakeholders is critical. Clear communication helps to prevent misunderstandings, build trust, and ensure that everyone is informed about important decisions, changes, and policies. Leaders should be skilled in both verbal and written communication and be able to adapt their communication style to different audiences.

Managing a preschool organization often involves overseeing budgets, allocating resources efficiently, and ensuring that the institution operates within its financial means. Leaders must be adept at financial planning, understanding funding sources, and making strategic decisions that ensure the sustainability of the organization.

Preschool educational organizations must adhere to various regulations and standards set by governmental bodies. These regulations may cover areas such as child safety, staff qualifications, facility requirements, and educational outcomes. Heads of preschools must be knowledgeable about these regulations and ensure that their institutions are fully compliant, thereby avoiding legal issues and ensuring the safety and well-being of the children in their care.

The ability to think strategically and implement innovative practices is essential for improving the quality of preschool education. This involves setting long-term goals, identifying areas for improvement, and adopting new technologies or methodologies that enhance learning outcomes. Leaders should be proactive in seeking out new ideas, collaborating with other educational organizations, and staying informed about trends in early childhood education.

To address the various aspects of management competence, several mechanisms can be employed:

Continuous learning is essential for leaders in preschool education. Professional development programs that focus on leadership skills, early childhood education, and administrative management can significantly enhance the competence of preschool heads. These programs can be offered through workshops, seminars, online courses, and peer

learning groups. It is crucial that these programs are tailored to the specific needs of preschool leaders and provide practical tools that can be applied in their daily work.

Establishing mentorship and coaching programs can provide preschool leaders with personalized guidance and support. Experienced mentors can share their knowledge and expertise, helping new or struggling leaders to develop their skills and confidence. Coaching, on the other hand, can provide ongoing support as leaders implement new strategies and face challenges in their roles.

Building networks with other preschool leaders, educators, and experts in early childhood education can be invaluable. Networking allows leaders to share best practices, discuss common challenges, and collaborate on initiatives that improve the quality of preschool education. Professional associations and conferences provide excellent opportunities for networking and professional growth.

Encouraging leaders to engage in self-assessment and reflection can help them identify areas where they need to improve. Tools such as 360-degree feedback, leadership assessments, and reflective journals can provide valuable insights into their strengths and weaknesses. This process of self-reflection is critical for personal and professional growth. Adopting a collaborative approach to leadership can enhance management competence by involving staff in decision-making processes. When staff members feel that their opinions are valued and that they have a say in the direction of the institution, it can lead to increased motivation, job satisfaction, and a more cohesive team. Collaborative leadership also encourages the sharing of ideas and solutions, leading to more innovative and effective management practices.

The integration of technology into preschool management can streamline administrative tasks, improve communication, and enhance educational outcomes. Tools such as management software, online communication platforms, and digital learning resources can help leaders manage their organizations more efficiently and effectively.

Engaging parents and the wider community in the activities and decision-making processes of the preschool can lead to better outcomes for children. Leaders should actively seek input from parents and work to build strong partnerships with families. This engagement not only supports the child's development but also fosters a sense of community and shared responsibility for the success of the preschool.

The research carried out on the formation of the management competence of the head of the preschool educational organization is based not only on the choice of content, but also on the involvement of leaders in practice-oriented management activities, within the framework of which the leaders directly mastered various management skills and methods of solving management tasks. Having identified the organizational aspects of the process of developing management competence of the head of the preschool educational organization, we based on the Basic Rules of the competency approach, in particular:

➤ to strengthen the personal orientation of the management formation process, that is, to create selection conditions that activate the learning process, relying on the interests

and needs of the leaders; this means that the leader himself must be sought, create his own knowledge;

- teaching to solve professional problems by developing new types and methods of activity. In this regard, it is considered important not only to familiarize leaders with the scientific foundations and various methods of carrying out management activities, but also to reduce them to the situation of design, analysis, assessment and self-assessment;
- orientation of the individual towards self-development. The main requirement for us is to create conditions for the manifestation of independence and creativity of leaders in solving the proposed management tasks, as well as to give them the opportunity to see their growth, achievements.

Conclusion

Improving the management competence of heads of preschool educational organizations is essential for providing high-quality early childhood education. By focusing on leadership, educational expertise, staff management, communication, financial management, regulatory compliance, and strategic planning, preschool leaders can create environments where children thrive. The use of professional development programs, mentorship, networking, self-assessment, collaborative leadership, technology, and stakeholder engagement can all play a role in enhancing management competence. Ultimately, investing in the development of preschool leaders is an investment in the future of the children they serve.

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