



**METHODOLOGICAL MECHANISMS AND
MODERN CRITERIA FOR THE FORMATION
OF MANAGERIAL SKILLS IN HEADS OF
PRESCHOOL EDUCATIONAL INSTITUTIONS**

Turdiyeva Iroda Tolibovna

Director of Preschool Educational Institution No. 106
of Almazar District, Tashkent city
1st year Master's student at Puchon University

ANNOTATION: *In this article, the theoretical and methodological foundations, practical mechanisms, and modern requirements of the process of forming managerial skills in heads of preschool educational institutions are scientifically analyzed. The study highlights the features of managerial activity, the role of managerial approaches in the development of professional competencies of managers, as well as the importance of digital technologies, innovative management methods, and a competency-based approach in the educational process. Throughout the article, methodological mechanisms for developing communication, organizational, strategic planning, problem-solving, team management, monitoring, and evaluation skills in managers are systematically demonstrated. Also, based on the requirements of modern preschool education, proposals and recommendations aimed at improving the criteria for assessing the activities of managers, quality indicators, and managerial potential will be developed. The research results will have practical significance in increasing the effectiveness of preschool education management and improving the methodological base for managers' training.*

KEYWORDS: *Preschool education, management, managerial skills, leadership competencies, methodological mechanisms, modern requirements, innovative management, strategic planning,*

In the process of reforms being carried out in our country, the improvement of each link of the education system, raising it to the level of modern requirements, is of great importance. In particular, the preschool education system is recognized today as an important stage that creates the basis for the comprehensive development of children. Therefore, for the effective functioning of preschool educational organizations, the need for high professional skills, management culture, and managerial skills of their management personnel is on the agenda. In modern management, managerial skills are understood as the ability to plan the organization's activities, rationally allocate resources, manage the team, conduct effective communication, strategically think, systematically approach problems, and promote innovative ideas. If the director of a preschool educational organization or their deputy does not possess these managerial skills, the organizational, educational, and pedagogical activities of the organization may not develop consistently[1].

In today's era of globalization, managerial competencies serve as the main tool not only in the internal affairs of the organization, but also in establishing relationships with parents, partner organizations, local authorities, and educational management bodies. From this point of view, the development of managerial skills of deputy directors of preschool educational organizations is the key not only to professional development, but also to the effectiveness of the entire education system. The relevance of the topic lies in the fact that currently, the incomplete

formation of managerial competencies in preschool educational organizations is causing many problems. In particular, the inability to work effectively with the teaching staff, problems in the use of resources negatively affect the quality of education. Therefore, in this research work, the main task was defined as the study of pedagogical conditions for the development of managerial skills of deputy directors of preschool educational organizations, the analysis of existing problems, and the development of proposals based on best practices.

Today, the preschool education system is considered not only as a space for the formation of children's initial knowledge and skills, but also as an institution that creates the necessary environment for their socio-psychological development. The effectiveness of this process depends, first of all, on the professional and managerial potential of the managers managing these institutions, in particular, the deputy directors. For the effective functioning of the deputy director, managerial skills are necessary - high managerial abilities, such as planning, control, team management, problem solving, decision-making, and the introduction of innovations. These skills require the comprehensive development of the leader's personality, the culture of self-improvement, and the desire to keep up with the times[2].

According to the requirements of modern management, the head of a preschool educational organization must possess the following competencies: new thinking, making timely and accurate decisions, organizing team cooperation, managing socio-emotional situations, effective work with information, digital literacy and communication culture. It is especially important for managers to be aware of pedagogical psychology and have an individual approach to managing a

team of teachers working with preschool children. Innovative thinking is an integral characteristic of a modern manager. Such an approach encourages the leader to move away from traditional views, openly approach innovations, and find unconventional solutions to existing problems. It is through innovative thinking that changes occur in the organization, and these changes ensure qualitative improvement. The leader's decision-making ability, especially in conditions of uncertainty, serves to quickly assess the situation and find the right solution. This creates a basis for the development of the organization. Such elements as the development of alternative solutions, an analytical approach, and risk assessment, which are widely used in companies, are also finding their place in preschool education management[3].

Communication culture occupies a special place among managerial skills. The Deputy Director interacts daily with teachers, technical staff, parents, and children in various areas. In this process, correct, sincere, and open communication creates a positive socio-psychological atmosphere. And teamwork skills make a leader a true leader. He must become not only a commander, but also a person who inspires team members and reveals their potential. Trust, responsibility, motivation, and exchange of ideas play an important role in building an effective team[3]. Also, the ability to solve problems is an integral skill in leadership. A systematic approach to any problem, phased analysis, identification of causes, and finding a solution through alternative options are justified in practice. In this case, appropriate strategies are developed depending on the situation. In the development of managerial skills, the methodological foundations of the educational process occupy a special place. Developmental methods include case studies (situational

analysis), role-playing games, discussion based on problem situations, interactive trainings, project activities, reflection, and visual analysis. This contributes to the development of self-assessment, self-improvement, and independence in decision-making.

Developmental trainings, seminars, and internships are an important tool for enhancing leadership potential. Practical training sessions on decision-making, problem-solving, and team management will be organized. Seminars serve to combine theoretical knowledge with practice[4]. Through internships, experience is exchanged in other advanced institutions, which, in turn, leads to an increase in the quality of management. Foreign experience is also an important source for the development of managerial competencies. For example, in Finland, there are in-depth programs in pedagogical psychology and management for preschool education leaders. In the USA, through the "Director Credential Program," heads of educational organizations are specially trained in management, financial planning, security, and establishing effective relationships with teachers. In Singapore, every kindergarten director must pass the "Early Childhood Leadership Certificate" program[5]. Through these programs, managerial skills are formed professionally and systematically. In Uzbekistan, positive reforms are also being carried out in the field of preschool education. Short-term and long-term courses are being organized to improve the professional qualifications of deputy directors. However, the available opportunities are not sufficiently systematized.

Therefore, it is necessary to develop modules that reinforce managerial skills, a differentiated approach, practical training, and mechanisms for assessing leadership competencies[6]. It is important to

create the following pedagogical conditions for the formation of these skills in preschool educational organizations: - formation of a collective and collaborative environment; - involvement of managers in regular professional development courses; - provision of methodological, informational, and digital resources for self-development; - monitoring of leadership activities, introduction of a portfolio-based approach; - organization of internal internships, encouragement of innovative ideas.

Based on the foregoing, it can be said that the development of managerial skills of deputy directors not only increases the effectiveness of management, but also has a significant positive impact on the quality of education, the effectiveness of educational work, and the culture of working with teachers and parents. In this direction, constant research, a systematic approach, and reliance on international experience are necessary. In conclusion, the effectiveness of the activities of preschool educational organizations directly depends on the professional potential and managerial competencies of the managers who manage them. The deputy director must be a leader who has mastered modern management technologies, thinks innovatively, and inspires the team. During the study, it was established that it is possible to systematically organize the professional development of managers by creating special pedagogical conditions aimed at the formation of managerial skills[6].

Through developmental methods - trainings, seminars, internships, interactive classes, such skills as decision-making, communication, teamwork, problem analysis, and strategic approach are strengthened in managers. In addition, the analysis of foreign experience shows that continuous education, advanced training courses, and the professional

assessment system play an important role in the formation of high-level managerial potential[7].

Despite the fact that a number of reforms are being carried out in this area in the conditions of Uzbekistan, it is necessary to further improve them, develop separate management programs for the heads of organizations, and organize training based on methods close to practice. At the same time, it is recommended to systematically organize domestic and international internships for preschool education leaders, and to use modern monitoring methods in assessing their activities. In conclusion, the development of managerial skills of deputy directors of preschool educational organizations is of great importance not only for improving the internal activities of these institutions, but also for improving the quality of education and creating a basis for the comprehensive development of children. Therefore, a systematic and scientifically based approach to work in this area is necessary.

REFERENCES

1. Management theory. (2016). Tashkent: "Iqtisodiyot" Publishing House.
2. Qodirov, X. (2020). Development of managerial skills in preschool educational organizations. Tashkent: Education and Science Publishing House.
3. Dastanov, I. (2017). Innovative approaches to modern management. Tashkent: Ministry of Education of the Republic of Uzbekistan.
4. Mirzoeva, D., & Muhammadiev, K. (2019). Methods for developing management skills: Analysis and practice. Tashkent: "Pedagogika" Publishing House.

5. Karimov, U. (2018). The role of leaders in the preschool education system and ways to increase its effectiveness. Article in the journal "Uzbekistan Education."
6. Roberts, C., & Gibbons, J. (2015). Leadership in Early Childhood Education: Exploring the Role of Directors. London: Routledge.
7. Cooper, L., & Hall, D. (2017). Professional Development and Teacher Leadership in Early Childhood Education. New York: Springer.
8. Resolution of the President of the Republic of Uzbekistan "On the Development of Preschool Education." (2017). Tashkent: Collection of Government Decisions.