

MOTIVATIONAL MANAGEMENT OF DIRECTORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS IN WORKING WITH PERSONNEL

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Abstract:	Keywords
This article analyzes the mechanisms for effectively organizing motivational management in the process of working with personnel by directors of preschool educational organizations. The study highlights the leadership competencies of the leader in managing the pedagogical team, the psychological and organizational factors of identifying the needs and professional interests of employees, and their motivation. The application of motivational management strategies by the director of a preschool educational organization results in the formation of a healthy working environment in the team, an increase in the professional activity of employees and their responsibility for the quality educational process.	Preschool education, director, motivational management, work with personnel, teacher motivation, incentive system, leadership competence, management strategy.

Introduction

The preschool education system is an important link in the socio-economic development of society, and the professional potential of teachers and service personnel working in it directly affects the quality of education. Therefore, the effective implementation of motivational management by directors of preschool educational organizations in the process of working with personnel is one of the current issues today. The leader's ability to deeply understand the needs of employees, create a positive psychological environment in the team, correctly form a motivation system, and support professional growth serves the overall development of the educational institution.[1]

Modern management practice requires directors not only to manage organizational processes, but also to strengthen the internal motivation of each employee, increase their interest in work and responsibility. Effective implementation of motivational management allows for the sustainable operation of the pedagogical team, the introduction of innovative ideas, and the organization of a high-quality educational process. From this perspective, this study aims to analyze the motivational approaches of directors of preschool educational

organizations in working with personnel, identify existing problems, and develop practical proposals.[2]

DISCUSSION AND RESULTS

The attention paid to the education system in our country as one of the main factors ensuring the sustainable development of the country has begun to bear fruit in a short time. This process is highly appreciated not only by local experts, but also by the international community. In particular, the implementation of large-scale reforms in the field of preschool education is contributing to the system's rise to a qualitatively new level. In his speeches, our President emphasizes the need for every person, regardless of their position, to understand new requirements and consistently improve their attitude to work and life in the conditions of modern rapid changes. In particular, the requirements for directors of preschool educational organizations working in leadership positions are increasing. The words of our President: "As times change, the leader must change first. A leader must be not only a professional, but also worthy of the trust of the people with his intellect, desire for innovation and determination," serve as an important guideline in this regard.[3]

Indeed, the director of a preschool educational organization is required to organize the management process based on modern approaches. This requires him to study advanced experience and scientific and technical achievements, apply them in practice, be creative and initiative. If the director does not have theoretical and practical knowledge, professional skills and qualifications in the field of management, it is natural that he will not be able to effectively solve various problems that may arise in the educational process. Therefore, developing the potential of the pedagogical team and improving the educational process directly depend on the scientific basis of the management of the leader.

Eastern management traditions also embody high requirements for the leader. The views of the great scholar Abu Nasr Al-Farabi on the qualities of a leader are a vivid proof of this. According to his interpretation, a leader should be a person with a delicate taste, insight, able to correctly assess the situation, sharp mind, fluent speech, love for science, truthful, fair, determined and courageous. From this point of view, personal qualities and spiritual maturity play an important role in the activities of directors of preschool educational organizations today. The personality of the director and his human qualities directly affect the creation of a healthy environment in the team, the application of innovative ideas, and the effectiveness of the educational process.[4]

Interestingly, in the activities of directors of preschool educational institutions, specific qualities arising from the nature of the field are also observed. In particular, they are usually communicative, open-minded, socially active, intellectually developed, emotionally receptive, do not like rude treatment, cheerful and kind. These qualities are an important factor for the field of work with children.

The effectiveness of management in a preschool educational institution depends on the satisfaction of all employees with their work, the establishment of a proper division of labor in the team, the formation of a sense of responsibility for tasks, and the organization of the

educational process on a scientific basis. This situation is closely related to the thorough understanding and implementation of functional tasks by the director. The leader must carefully monitor the interaction between educators, parents and children, and create a healthy psychological environment in the team. Having sufficient information about relationships in the organization and factors affecting the comprehensive development of children allows the leader to identify and eliminate emerging problems in a timely manner.[5]

The process of establishing motivational management in the work of directors of preschool educational organizations with personnel requires a thorough analysis of a number of psychological, organizational and managerial factors. The research revealed that the motivation of teachers in their work directly affects their labor efficiency and professional stability. The more thorough and systematic the motivating conditions created by the director are, the more the employees' loyalty to their profession increases. This ensures the overall pace of work of the team, the quality of education and the stability of the process.[6]

In the course of the discussion, it can be noted that the leadership qualities of the director are considered one of the main factors of motivational management. Research shows that a democratic and cooperative leadership style strengthens mutual trust among employees, increases interest in work, and creates a positive communicative environment in the pedagogical team. On the contrary, authoritarian management can reduce the internal motivation of employees and prevent them from taking initiative. Therefore, the development of modern management competencies for directors is of great importance.[7]

It has been found that, along with material incentives, non-material incentives play an invaluable role in motivational management. Factors such as praise, recognition, psychological support, and creating opportunities for professional development further strengthen the positive attitude of employees towards their profession. In many preschool educational organizations, the insufficient use of non-material incentive mechanisms was noted as one of the factors reducing the effectiveness of motivational management. As a result, the need to create a comprehensive incentive system for directors arises.

The analysis has shown that if the needs and interests of employees are not regularly monitored, labor efficiency in an educational institution may decrease. The director's ability to determine the status of employees, listen to their opinions, and study their professional needs increases the opportunity to form an effective management model. In this process, "motivational detectors" - that is, control tools that serve to identify the mood, problems, strengths and weaknesses of employees - play an important role.[8]

CONCLUSION

The results show that the establishment of a high level of motivational management directly affects the overall development of a preschool educational organization. In such institutions, employees have a strong sense of responsibility for their work, and the quality of education is improved. Teachers are also more inclined to work on themselves and apply innovative ideas. The formation of a healthy environment in the team has a positive effect

on the educational process of children, increases the trust of parents, and serves to increase the prestige of the organization.

According to the final conclusion, the effective establishment of motivational management by directors of preschool educational organizations is an integral part of the modern educational process. The introduction of a comprehensive incentive system by directors, the development of a psychological culture, the formation of positive communication, and the regular analysis of staff needs can bring the quality of preschool education to a new level.

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