
THE ROLE AND IMPORTANCE OF THE IN-PROFESSIONAL TRAINING SYSTEM IN DEVELOPING THE PROFESSIONAL COMPETENCE OF DIRECTORS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract:	Keywords
The professional training system plays an important role in developing the professional competence of directors of preschool educational organizations (PDOs). This system serves to increase the pedagogical, organizational, managerial and innovative potential of directors. The professional training process allows not only to acquire new knowledge and skills, but also to effectively apply them in practical activities. This article analyzes the tasks, advantages of the professional training system in the formation of professional competence of directors of PDOs and its importance in improving the quality of education.	Preschool education, directors, professional competence, professional training, pedagogical management, innovation, quality of education.

Introduction

Professional development plays a critical role in enhancing the competencies of preschool education (MTT) directors. As leaders of educational institutions, directors are responsible not only for administrative and organizational management but also for ensuring high-quality pedagogical processes and fostering an innovative learning environment. Continuous professional development and training programs are essential for strengthening directors' skills in leadership, pedagogy, management, and innovation.[1]

The system of professional development provides directors with opportunities to acquire new knowledge, improve their managerial and pedagogical competencies, and apply these skills effectively in practice. By participating in structured training programs, directors can enhance their decision-making abilities, develop strategic planning skills, and implement modern educational approaches that align with national and international standards.

In addition, professional development programs contribute to building a culture of continuous learning among preschool staff, promoting collaboration, and improving overall institutional effectiveness. The increasing complexity of educational demands, along with

technological and methodological advancements, makes it necessary for preschool directors to regularly update their skills and remain adaptable to changes in the educational environment.[2]

DISCUSSION AND RESULTS

The modern educational process demands from leaders not only strong management skills but also pronounced leadership qualities. This requirement is especially relevant in the preschool education system, where directors must possess the ability to manage environments that directly influence child development, unify their teams toward common goals, and implement innovative practices.[3]

In Uzbekistan, ongoing reforms in the education sector aim to elevate leadership from mere control-based management to strategic and innovative leadership. Therefore, the question of which pedagogical conditions are necessary to develop leadership qualities in preschool education directors remains highly relevant today.

V.A. Sadiyev, in his dissertation “Creating Organizational and Pedagogical Conditions for the Transformation of Higher Education Institutions,” identifies the key pedagogical conditions for implementing institutional transformation as: human resources, regulatory frameworks, educational and methodological support, technological provisions, material and moral resources, financial stability, and a digital information environment.

G.N. Nigmatova, in her research on “Developing Economic Competence of Preschool Education Directors in Professional Development,” outlines three essential pedagogical conditions: first, assessing the director’s personal need for developing economic competence; second, implementing a modular system for andragogical training programs; and third, monitoring the formation of economic competence.

Sh.N. Qosimova highlights the pedagogical conditions necessary for continuous, needs-based professional development of preschool directors, including:[4]

- professional development content based on curricula covering general, professional, and specialty-specific preparation, as well as optional modules;
- short-term specialized courses addressing the management needs of preschool directors;
- motivational strategies and methods for building trust, cooperation, and leadership skills within teams;
- support from andragogical trainers to enhance leadership development during professional development programs.

N.Sh. Miryusupova emphasizes that developing the qualitative competencies of preschool directors requires pedagogical conditions such as: structuring professional development programs according to axiological, acmeological, systemic, competent, and reflective approaches; organizing short-term courses; and providing psychological and andragogical support to enhance directors’ understanding of managing educational quality.

The content of pedagogical conditions for fostering leadership qualities in preschool directors includes:[5]

1. Organizational and methodological conditions:

- ✓ Regular professional development courses for directors;
- ✓ Methodological guidelines on innovative management practices;
- ✓ Opportunities to gain practical experience through leadership tasks.

2. Psychological and pedagogical environment:

- ✓ Creating an open environment that encourages free thinking and decision-making;
- ✓ Motivational tools to facilitate self-expression;
- ✓ Building a culture of trust, collaboration, and idea exchange within the team.

3. Educational and informational conditions:

- ✓ Opportunities for self-improvement using digital learning platforms;
- ✓ Continuous access to scientific literature and best practices;
- ✓ Specialized training and seminars on leadership.

Research shows that only when effective pedagogical conditions are established can preschool directors fully realize their leadership potential. Strategic thinking, socio-psychological competencies, and innovative approaches of directors directly influence team performance. Given the unique characteristics of the preschool education system, it is crucial to develop a leadership competency model specifically tailored to directors in this sector.

Ultimately, the leadership qualities of preschool directors are directly linked to the pedagogical conditions provided. These conditions must be organized systematically and comprehensively. Tools for assessing leadership potential should be developed, and leadership development programs adapted to the preschool context should be implemented based on international experience.

The professional development and training of preschool education (MTT) directors play a pivotal role in enhancing their leadership and managerial competencies. Analysis of current research and practical experience shows that the effectiveness of leadership in preschool institutions is largely determined by a combination of organizational, psychological, and pedagogical conditions.[6]

Regular professional development courses, methodological guidelines on innovative management, and opportunities to gain practical experience allow directors to enhance their decision-making skills, strategic thinking, and ability to implement educational innovations. The systematic implementation of such programs has been shown to improve both administrative efficiency and pedagogical leadership, enabling directors to better manage their teams and learning environments.

Creating an open, collaborative environment that promotes free thinking, trust, and communication is essential for fostering leadership qualities. Research indicates that directors working in environments with strong psychological support demonstrate higher motivation, improved interpersonal skills, and greater confidence in managing staff and

implementing innovations. Motivational tools and structured interaction among staff members positively influence directors' ability to lead effectively.[7]

Access to digital platforms, scientific literature, and specialized training allows directors to continually update their knowledge and apply evidence-based practices. Digital tools also facilitate self-directed learning, enabling directors to strengthen their leadership competencies in real time while managing daily institutional responsibilities. Studies show that directors who actively engage with digital and informational resources achieve higher levels of organizational performance and innovation adoption.

The research findings suggest a direct correlation between the presence of supportive pedagogical conditions and the development of directors' leadership competencies. Directors who participate in structured professional development programs exhibit improved strategic thinking, stronger socio-psychological competencies, and an enhanced ability to foster team collaboration and innovation. This, in turn, contributes to higher quality preschool education and more effective management of educational processes.

Implementing these pedagogical conditions systematically can help standardize leadership development across preschool institutions. The study indicates that short-term courses, modular andragogical programs, and motivational support are particularly effective in equipping directors with the skills required for modern educational challenges. Furthermore, monitoring and evaluating professional development outcomes ensure that directors' competencies continue to align with the evolving demands of preschool education.[8]

CONCLUSION

Overall, the study confirms that the professional development system is critical for improving the leadership competencies of preschool education directors. A well-structured combination of organizational, psychological, and educational conditions allows directors to effectively lead teams, manage educational processes, and introduce innovations. By fostering these competencies, the system contributes to higher standards of preschool education and ensures that directors are prepared to respond to the challenges of modern education.

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