



**MANAGEMENT COMPETENCE OF THE HEAD OF PRESCHOOL  
EDUCATIONAL ORGANIZATION  
DEVELOPMENT**

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**Annotation:**

A competent leader of a preschool organization should be not only a person with a certain special, professional training, but also a qualified manager who can work in a team, make independent decisions, take initiative, work in an innovative environment. z referred to.

**Keywords:** preschool education, management, qualified, competence, leader, competent leader, pedagogical management

**УПРАВЛЕНЧЕСКАЯ КОМПЕТЕНТНОСТЬ РУКОВОДИТЕЛЯ  
ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ  
РАЗРАБОТКА**

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**Аннотация:**

Грамотным руководителем дошкольной организации должен быть не только человек с определенной специальной профессиональной подготовкой, но и квалифицированный руководитель, умеющий работать в команде, принимать самостоятельные решения, проявлять инициативу, работать в инновационной среде.

**Ключевые слова:** дошкольное образование, менеджмент, квалифицированный, компетентность, лидер, компетентный руководитель, педагогический менеджмент.





## MAKTABGACHA TA'LIM TASHKILOTI RAHBARINING BOSHQARUV KOMPETENSIYASINI RIVOJLANTIRISH

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### **Annotatsiya:**

Maktabgacha ta'lim tashkilotining kompetentli rahbari nafaqat ma'lum bir maxsus, kasbiy tayyorgarlikka ega bo'lgan shaxs, balki jamoada ishlay oladigan, mustaqil qarorlar qabul qila oladigan, tashabbus ko'rsatadigan, innovatsion makonda ishlay oladigan, malakali menejer bo'lishi lozim. Ushbu maqolada rahbar kompetensiyasini rivojlantirish haqida so'z yuritilgan.

**Kalit so'zlar:** maktabgacha ta'lim, boshqaruv, malakali, kompetensiya, rahbar, kompetentli rahbar, pedagogik menejment

Management activity means the process of systematic and creative regulation of the activities of educational subjects, which is manifested in organizational, planning, forecasting, coordination and management functions aimed at the development of preschool education and the creative self-realization of a specialist. The analysis of different approaches to defining the concepts of management and management activities presented in the research is the basis for understanding the nature of the specialist's management competence, and its composition and structure correspond to the phenomenological characteristics of management. Issues related to management activities were studied based on the scientific research of foreign and local scientists. Management theory and practice were fully reflected in the principles of mutual respect, cooperation, trust, responsibility, competence, feedback, and self-development. These principles served as a basis for pedagogical management, theory and practice of management of educational institutions, including solving problems in the preschool education system.

Two elements interact in the management mechanism of a preschool educational organization: the managed system (management object) and the management system (management subject). Object of management: preschool education organization and its constituent departments; composition of pedagogues; economic resources; educational process. The subject of management can be a collective body with the competence to manage any object or a managing person (head of a preschool educational organization; educator-methodologist).





Today, a competent head of a preschool education organization should be not only a person with certain special professional training, but also a competent manager who can work in a team, make independent decisions, take initiative, and work in an innovative space. In this regard, it is pedagogical for the head of the preschool educational organization

management, it was shown that it is very important to have special knowledge and skills in the fields of theoretical and practical activity.

The term "competence" comes from the Latin *competentia*, which means compatibility, proportionality. According to the dictionary of foreign words, competence is considered as a range of competence, a range of issues with knowledge. In the dictionaries, this concept is understood as "Area of well-understood issues" and in the explanatory dictionary of management terms, the personal capabilities of an official, skills (knowledge, experience) that allow him to participate in the improvement of a certain area. Making decisions or making decisions for oneself due to certain knowledge, skills.

The managerial competence of the head of a preschool educational organization is an integral personal-professional description that determines the readiness and ability of the leader to professionally perform management functions in preschool educational organizations, the sum of knowledge, values, communicative and organizational-methodical activity components, which ensures the effective performance of management tasks. .

Based on the analysis, we identified a number of general rules that define management competencies. These are: a general description determined by personal and professional qualities of the leader; intellectual, emotional and strong-willed education, related to the life position of a person, humane, democratic, person-oriented; fundamental knowledge in the field of professional activity, management theory and practice, broad social and cultural thoughts, flexibility of thinking; ability to work with a team, build constructive interpersonal relationships, have communication skills; being active, making quick decisions in usual and unusual situations, preparing for new things.

Table 1 shows the content and meaningful characteristics of indicators for the development of managerial competence of the head of a preschool educational organization.



Table 1 Indicators of management competence development of the head of preschool educational organization

Indicators	Description of indicators of management competence development of the leader
<b>Cognitive component</b>	
<ul style="list-style-type: none"> <li>- knowledge of management laws and principles in general and pedagogical management;</li> <li>- the ability to understand, analyze and evaluate situations that arise in management activities;</li> </ul>	<p>The cognitive component of management competence implies the presence of:</p> <p>knowledge:</p> <ul style="list-style-type: none"> <li>- about the field of education, the content of the educational process;</li> <li>- about the person as a subject of the educational process;</li> <li>- laws of communication, interaction, methods of managing individuals and groups;</li> <li>- about the structure, forms and methods of preschool education organization;</li> <li>- about the main functions of management activity; skills:</li> <li>- analysis and assessment of situations that arise in the course of management activities;</li> <li>- self-reflexive analysis.</li> </ul>
<b>Valuable (value) component</b>	
<ul style="list-style-type: none"> <li>- humanity, existence of democratic, person-oriented value orientations</li> <li>;</li> </ul>	<p>The value component of management competence includes:</p> <ul style="list-style-type: none"> <li>- consider the person as the highest value;</li> <li>- recognition of humanitarianism as a methodological basis for professional, including management activities;</li> <li>- to the democratic style of relations, activity, management</li> </ul>
	<p>orientation;</p> <ul style="list-style-type: none"> <li>- to understand the importance of the manager's professional activity to ensure the effectiveness of the development of the educational organization;</li> <li>- existence of positive motives for mastering management activities.</li> </ul>
<b>Communicative component</b>	
<ul style="list-style-type: none"> <li>- developed communicationskills; - orientation towards constructive cooperation;</li> </ul>	<p>The communicative component of management competence includes:</p> <ul style="list-style-type: none"> <li>- existence of communicative skills, constructive interaction skills;</li> <li>- the development of the ability to regulate the relations of the participants of the pedagogical process, foresee and solve conflict situations;</li> <li>- respect for personal characteristics of each participant of interpersonal relations in preschool educational organizations;</li> <li>- recognition of the importance of professional communication for achieving the goals and solving tasks of the management process in preschool educational organizations.</li> <li>-</li> </ul>



<b>Organizational-active component</b>	
- forecasting, planning, the ability to organize and control management activities;	- the ability to analyze: the state of the management process and its leading directions (the state of educational methodological and administrative activity); - the ability to set goals and formulate tasks in the management process; - solving management tasks; - regulation and adjustment of management activities in accordance with the work plan of preschool educational organizations; - organizing and carrying out various administrative and methodological work with pedagogues and parents; - planning, organizing and monitoring the pedagogical process of preschool education and the activities of the staff of pedagogues; - to improve one's professional activity and improve one's professional skills, to analyze.

In most of the developed countries, the continuous professional development of leaders is the main condition for improving the activity of the educational organization. However, just as the understanding of what leadership skills mean in different countries, the mechanisms for developing this management are also different. For this purpose, the experiences of England, the USA, Germany, Finland, Singapore, and Japan regarding the training system of MTT leaders were analyzed. The analysis of world experiences has shown that the head of a preschool educational organization works on himself every day and it is necessary to be able to apply the knowledge acquired in the framework of his professional training in unfamiliar situations.

The concept of management competence development of the heads of pre-school educational organizations was developed based on the above-mentioned approaches in the form of the following cases:

1. The composition of the methodical system is formed on the basis of the block hierarchical principle and includes targeted motivational, meaningful, technological procedural and diagnostic components;
2. The methodical system of training managers for management activities in the process of qualification improvement will be built based on the integration of innovative, competent, active, modular and differentiated approaches;

In the process of qualification improvement, the system of forms, methods, and tools for the formation of management competencies of managers should be compatible with the methodological orientation of the educational process of professional and specialized sciences along with traditionality;





In the process of qualification improvement, it is necessary to match the graduation project work, independent work, scientific research work, important problems of science and practice of leaders.

Based on this concept, the model of improvement of managerial competence of the managers of pre-school educational organizations in the process of training consists of: motivational-targeted, methodological approaches, technological processes and diagnostic components.

The motivational-target component of the model contains a hierarchy of goals, the most important of which is the formation of educational, scientific-practical and professional competence of leaders.

The methodological component of the model is based on preparation for leadership, which is used in the process of professional development, incorporating competence, activity and creativity.

The meaningful component of the model is the theory of management, which is studied in the management training blocks, related to the psychology of management, and built on the basis of didactic principles such as continuity, coherence, consistency, and systematicity in education.

The diagnostic component involves continuous monitoring and diagnosis of the level of improvement of the knowledge and management competence of managers. In this case, the evaluation is carried out according to the reproductive, partially investigative and creative development of management competence as a result of mastering the educational subjects of management psychology, innovative management in preschool education and leadership development.

Leaders are evaluated mainly by three criteria: reproductive (representing, restoring what is remembered), productive (effective approach), creative (creative approach).

It was determined that in the development of management competence of pre-school organizations, the establishment of innovative forms of training based on the requirements of andragogic education, ensuring the flexibility of educational programs to needs, differentiation, the introduction of alternative forms of training, and the implementation of training models based on distance education technologies create an opportunity to improve organizational management mechanisms.

**Differentiated educational programs** -allow to plan and organize the content, form, methods and tools of the professional development strategies of the head of the pre-school educational organization, taking into account the individual professional needs of the head, and the existing level of management competence.





**Alternative forms of professional development** - using independent forms of professional development, pre-school educational organizations are considered to be the equivalent form of confirmation of individual professional skill results of leaders to the current forms of direct professional development. Such an approach serves to stimulate the cognitive activity of an adult educational subject and increase its effectiveness.

**Differentiated educational programs** - content, form, method of professional development strategies of the head of preschool educational organization Conclusions formed on the basis of theoretical analysis, online surveys and empirical studies and based on the state requirements for professional development, the organizational didactic system of organizing professional development processes for managers of pre-school education organizations was improved based on the above-mentioned differentiated approach.

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