



NEEDS FOR DEVELOPMENT OF PROFESSIONAL COMPETENCE OF HEADS OF PRE-SCHOOL EDUCATIONAL ORGANIZATIONS

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In Uzbekistan, great attention is paid to improving the quality of preschool education, increasing the professional competence of the heads of preschool education organizations (PEOs).

Ensuring the quality and efficiency of education depends primarily on the directors and pedagogues of preschool educational organizations. That is why it is important to increase the professional competence of directors of pre-school educational organizations, to teach them modern methods of management, and to expand educational services by developing important professional qualities.

As part of our theoretical research, we first studied the concept and content of professional competence.

According to Professor N. Muslimov, professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level [1].

The managerial competence of the director of a preschool educational organization M. Khamdamova is an integral personal-professional description in a set of components of knowledge, values, communicative and organizational-methodological activity, defining the readiness and ability of the director to professionally perform managerial functions in preschool educational organizations, which he describes as ensuring effective performance of managerial tasks [2]. We can give many similar definitions.

According to Sh. Sharipova [3], a person's high professional competence is evident in the following cases:

- in the implementation of complex processes;
- performing unclear tasks;
- correct analysis of conflicting data and their use;
- able to act independently in an unexpected situation.

In our opinion, a competent head of a preschool educational organization should be able to apply and demonstrate professional knowledge, skills, and abilities at a high level, have the ability to make independent decisions in problematic situations, and should thoroughly master modern management methods.

We conducted a survey to determine the levels of professional competence of the heads of the preschool educational organization and their needs. Surveys were conducted in 13 districts and cities of Khorezm region.

A total of **331** directors of pre-school education organizations participated in the survey conducted electronically through the Internet platform. In particular, there are **246** (74%) directors of state preschool education organizations, **15** (5%) directors of public-private preschool education organizations, **67** (20%) heads of family non-governmental preschool education organizations, **3** heads of private preschool education organizations (1%). **14** (4.2%) of the directors of preschool educational organizations participated in the survey up to one year, **110** (33.2%) from 1 to 3 years, **57** (17.2%) from 3 to 5 years, **45** (13.6 %) from 7 to 10 years, **18** (5.4%) from 10 to 15 years, **36** (10.9%) from 15 to 20 years, **21** (6.3%) from 20 to 25 years, **13** (3.9 %) was found to have experience in the position of senior director from 25 to 30 years, **10** (3 %) have more than 30 years of experience.

What qualities do you think a modern director should have? **90 respondents** (27.2 %) expressed the opinion that he should be knowledgeable and a master of his profession, while **64 respondents** (19.3 %) believed that it is necessary for a leader to know modern information technologies and foreign languages. Also, **72** (21.8 %) **respondents** stated that it is important for a modern leader to have leadership skills and team management skills. **49** (14.8%) **respondents** considered creativity, keeping up with the times, and strive for innovations as important factors. **31** (9.4%) **respondents** were of the opinion that a modern leader should have culture and the quality of being an example to his employees, while **25** (7.6%) **respondents** believed that responsibility is important for a leader (diagram 1).

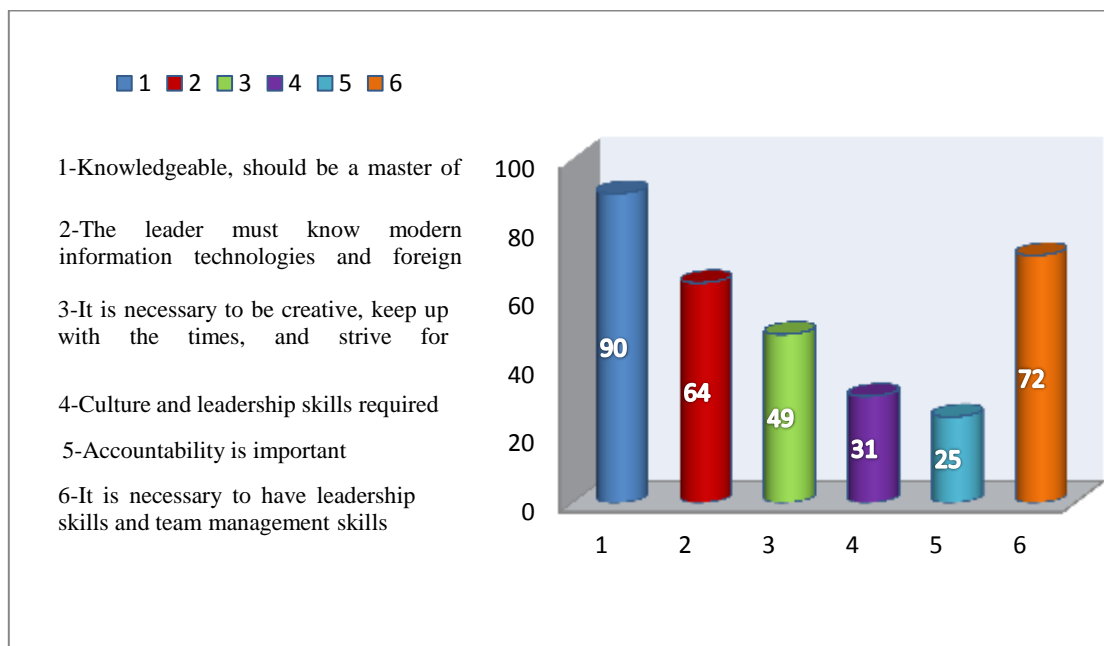


Diagram 1.

Analysis of respondents' answers to the question of what qualities a modern director should have

What challenges do you face in managing a preschool? **126 respondents (36.1%)** said that they did not have any problems, while **205 respondents (61.9%)** noted that they are facing various problems.

Including:

- **57 (17.2 %)** leaders maintain a healthy atmosphere among employees, find solutions to unpleasant situations, and work together;
- **38 (11.5 %)** respondents use information technologies and lack of ICT tools, electronic attendance system management;
- **28 (8.5%)** managers have problems with disagreements with parents, placement of PEOs, problems with getting referrals;
- **24 (7.3%)** managers are in financial difficulty and low monthly salary;
- **21 (6.3 %)** managers lack highly educated, qualified and experienced specialists;
- **13 (3.9%)** managers in the issues of repair and beautification of preschool educational organization;
- **13 (3.9%)** managers are concerned about the number of inspections, excessive paperwork and document filling;
- **11 (3.3%)** leaders noted the lack of methodical guidelines and training manuals as a problem in managing preschool education organization (diagram 2).

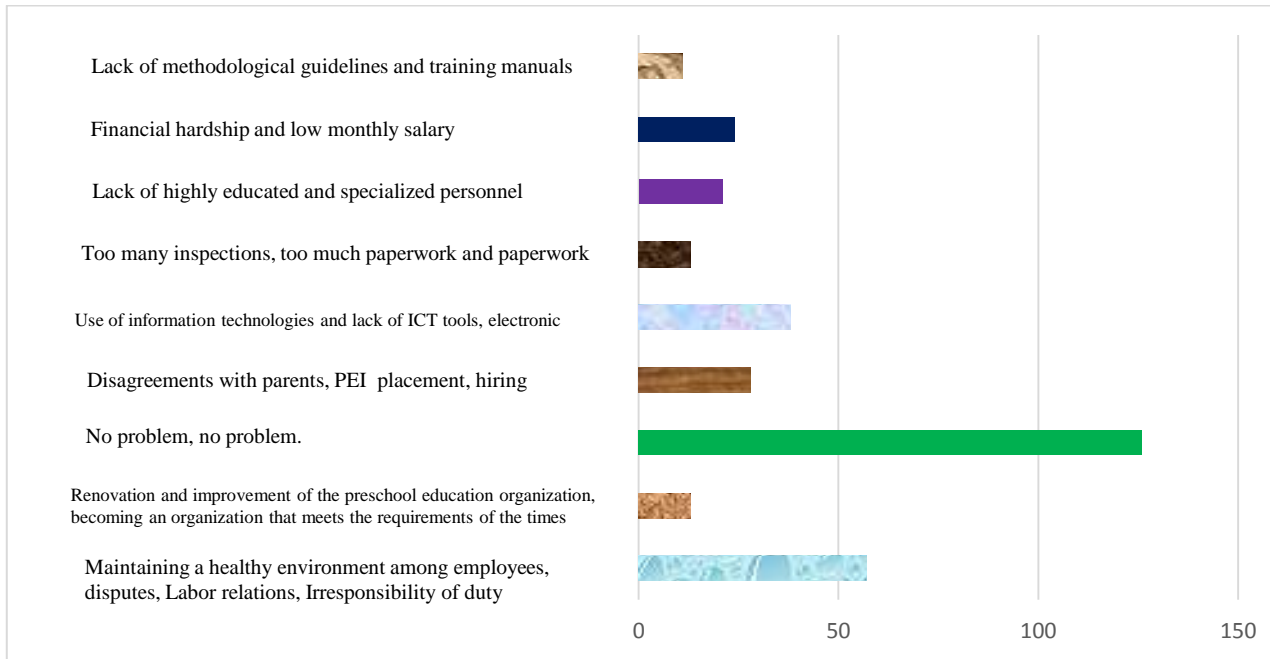


Diagram 2

Analysis of respondents' answers to the question, what problems do you face in managing a preschool educational organization

Would you like to develop your professional competence? **286 (86.4%)** respondents to the question said they would like to develop their professional competence, while **45 (13.6%)** directors said they would develop their competence as needed (diagram 3)

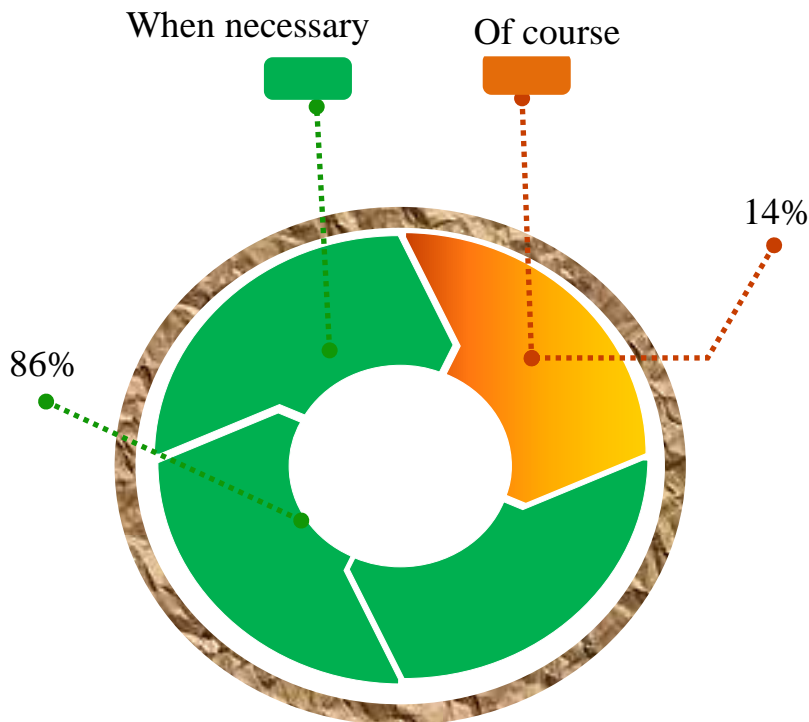


Diagram 3

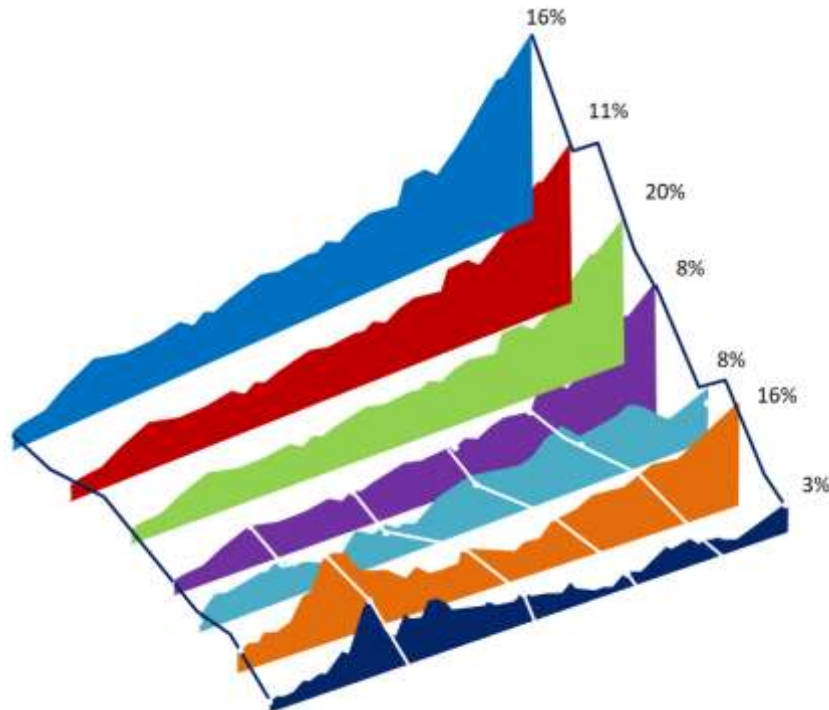
Analysis of respondents' answers to the question of whether you would like to develop your professional competence



What do you want to learn to develop your management (organization, management and control of preschool education organization) competence? **2** respondents (0.6 %) answered that their knowledge and skills are sufficient, while **329** respondents (99.3 %) mentioned learning the following to develop their competence.

Including:

- **67 people** (20.2 %) work with employees and management skills;
- **53 people** (16.0 %) modern pedagogical technologies and new methods of teaching;
- **52 people** (15.7 %) modern information technologies and their use;
- **48 people** (14.5 %) exchange experience and learn with experienced and qualified employees;
- **35 people** (10.6 %) want to learn everything the head of a preschool educational organization needs to know;
- **26 people** (7.9%) decrees and news in the preschool education system;
- **26 people** (7.9%) have experience in foreign languages and countries with advanced education;
- **11 people** (3.3%) have legal knowledge, labor law and labor relations;
- **9 people** (2.7%) study psychological knowledge;
- **2 (0.6%)** managers expressed their desire to learn economic and financial knowledge (diagram 4).



- Modern information technologies and their use
- Learn everything a preschooler needs to know
- Personnel and management skills
- Decrees and news in the preschool education system
- Experience of foreign languages and education developed countries
- Modern pedagogical technologies and new methods of teaching
- Legal knowledge, labor law and labor relations



What do you want to learn to develop your managerial (organization, management and control of preschool education organization) competence? analysis of respondents' answers to the question

What would you like to learn to develop your social competence (communication with educators and staff, positive influence, working collaboratively, working with parents and community)? **11 respondents** (3.3%) answered that their knowledge and skills are sufficient, while **320 respondents** (96.7%) said that they would like to learn more about the subject in order to develop their competence.

Including:

- **64 people** (19.3 %) work with parents and conduct work;
- **48 people** (14.5%) want to share experience and learn more with employees with many years of experience;
- **46 people** (13.9%) work with employees and management skills;
- **35 people** (10.6%) want to learn psychological knowledge;
- **29 people** (8.8%) educational system and pedagogical knowledge;
- **28 people** (8.5%) want to learn everything;
- **26 people** (7.9%) new pedagogical technologies and foreign languages;
- **24 people** (7.3 %) speech skills and communication culture;
- **9 people** (2.7%) study psychological knowledge;
- **20 people** (6.0%) expressed their desire to work with normative documents and study the field of law (diagram 5).

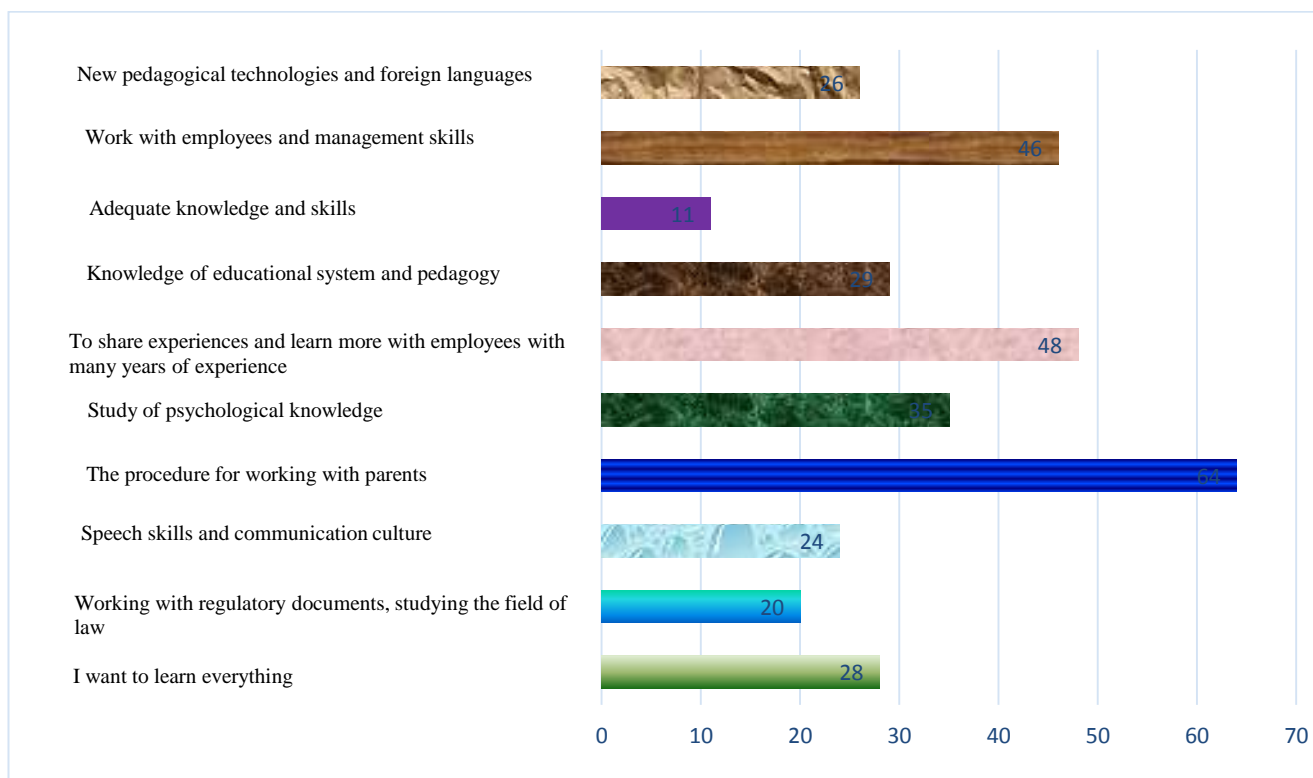


Diagram 5

Analysis of respondents' answers to the question What would you like to learn to develop your social competence (communication with educators and staff, positive influence, working collaboratively, working with parents and mahalla)

What do you want to learn to develop your special competence (knowledge, skills and competences in early childhood education and training)? **7 respondents** (3.3%) answered that their knowledge and skills are sufficient, while **324 respondents** (97.8%) stated that they would like to learn the following to develop their competence.

Including:

- **67 people** (20.2 %) modern pedagogical technologies, innovations, new ways of working with children;
- **56 people** (16.9%) study laws and regulations related to preschool education;
- **40 people** (12.1%) want to improve their skills and qualifications;
- **38 people** (11.5%) want to study industry news and foreign experiences, innovations;
- **36 people** (10.9%) want to study the activities of experienced leaders (exchange of experience);
- **22 people** (6.6%) want to learn everything;



- **22 people (6.6%)** work with employees and labor law, management skills;
- **17 people (5.1%)** use ICT and its application in the educational process;
- **13 people (3.9 %)** (Psychology) study the psychology of employees and children;
- **8 people (2.4%)** want to study the First Step program in depth;
- **5 people (1.5%)** said that they want to learn to teach children based on national values (diagram 6).

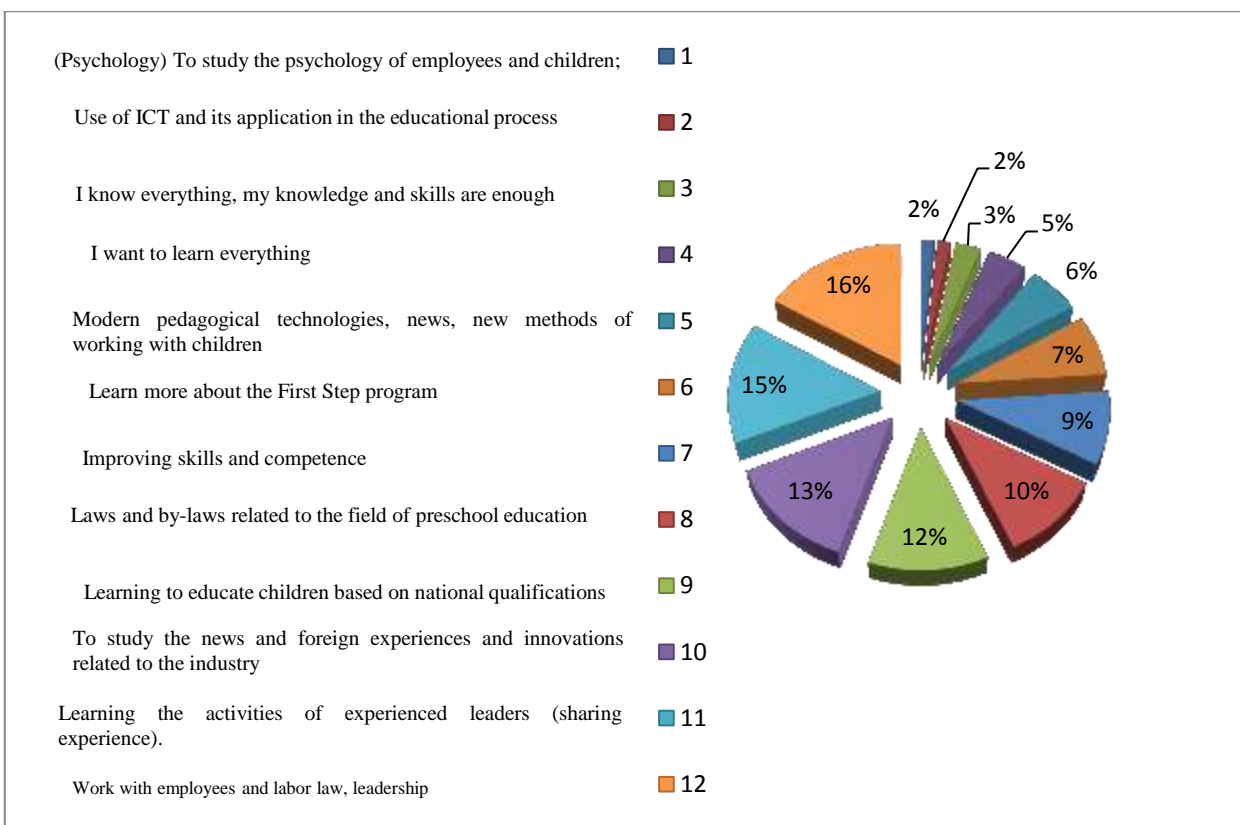


Diagram 6

Analysis of respondents' answers to the question, what would you like to learn to develop your special competence (knowledge, skills and competencies in preschool education and upbringing).

What do you want to learn to develop your competence for self-development, professional problems and making independent decisions in unexpected situations? **9 respondents (2.7%)** answered that the knowledge and skills are sufficient, while **322 respondents (97.3%)** indicated that they would like to learn in order to develop their competence for professional problems and independent decision-making in unexpected situations.

Including:

- **45 people (13.6%)** exchange experience, get knowledge from highly qualified employees;
- **44 people (13.3%)** want to learn leadership and team management, problem solving;
- **44 people (13.3%)** are aware of the news, regularly work on themselves to improve their skills and qualifications;
- **38 people (11.5 %)** (Psychology) study personnel, child psychology, management psychology;
- **37 people (11.2%)** want to get acquainted with the decrees in the field of preschool education;
- **33 people (10.0%)** want to study modern pedagogical technologies, experience of developed countries;
- **29 people (8.8%)** make the right decisions, work with employees and labor legislation;
- **15 people (4.5%)** read more books;
- **14 people (4.2%)** legal and labor legislation;
- **10 people (3.0%)** want to constantly improve their qualifications;
- **8 people (2.4%)** develop speech and communication process;
- **5 people (1.5%)** said that they want to learn to improve their knowledge and skills in ICT (diagram 7).

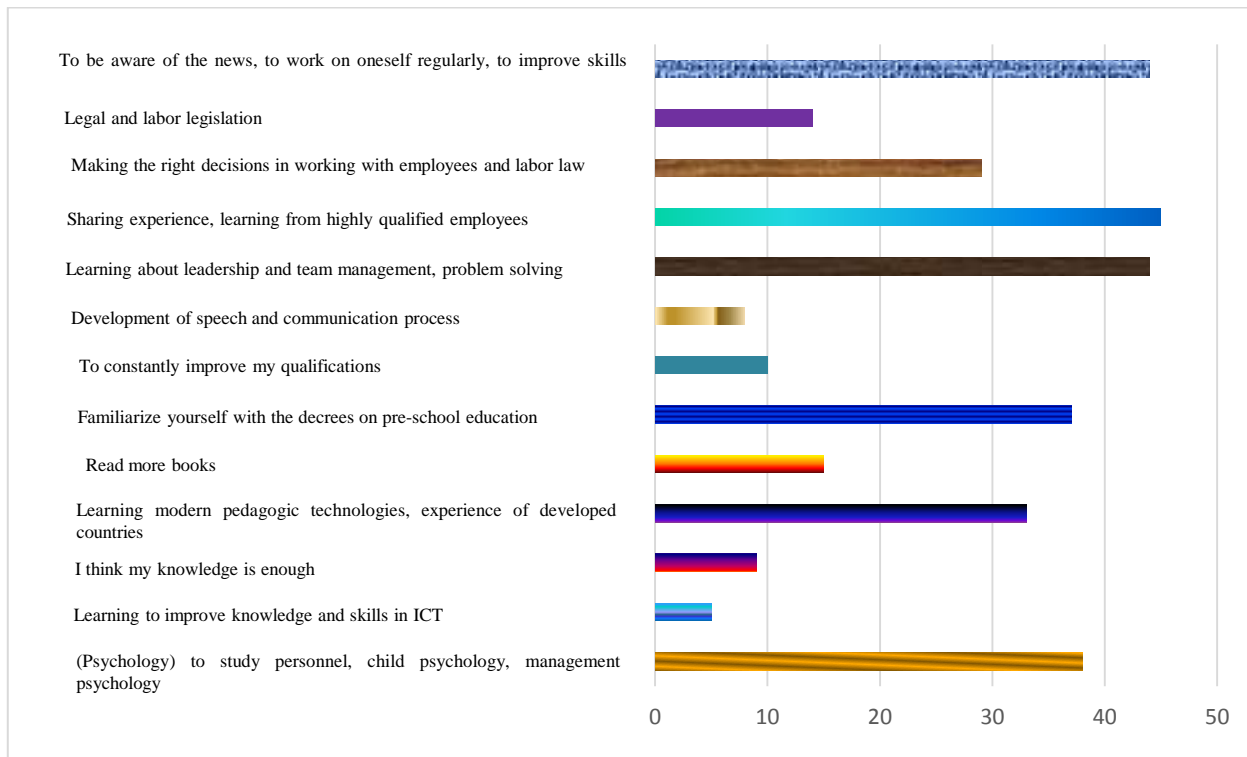


Diagram 7

Analysis of respondents' answers to the question, what do you want to learn in order to develop your competence for self-development, professional problem-solving and independent decision-making in unexpected situations?

The study has shown that a modern head of a pre-school organization should deeply understand that he/she implements a new educational paradigm in management and pedagogical activity. That is why the principal is required to consistently enrich his knowledge, to master and implement innovations, to be able to work with digital educational resources in the conditions of digitalization, to solve problems independently.

It is also up to the director to work with pedagogues to ensure the effectiveness of the preschool education process and direct them to conduct their activities based on pedagogical and psychological principles. For educators, it is of particular importance to organize the activities of the students and to develop methods that create independence and initiative in them. All the above qualities, abilities and characteristics are part of this professional competence.

The head of a pre-school educational organization is required to constantly enrich his or her knowledge, absorb new information, understand important social needs, find new information, process it and be able to apply it in his or her work.

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