



MANAGERIAL COMPETENCE OF PRESCHOOL EDUCATION LEADERS IN INTERNATIONAL PRACTICE

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Abstract

This article analyzes the managerial competence of preschool education leaders and the factors influencing its development based on the experience of foreign countries. Additionally, proposals are developed for enhancing the management capacity of preschool education leaders in Uzbekistan, drawing on international best practices.

Keywords: Managerial competence, preschool education, education leader, management competencies, international experience, leadership training, education policy, pedagogical management.

Introduction:

In today's global educational landscape, the managerial competence of preschool education organization leaders is recognized as one of the priority competencies. This competence is fundamentally linked to the quality of education, its effectiveness, and the implementation of innovative management systems. Experience from foreign countries demonstrates the widespread application of quality management concepts in the field of education administration.

One of the most internationally recognized theorists in the field of management, W. Edwards Deming, in his works *Quality, Productivity, and Competitive Position* (1982) and *Out of the Crisis* (1986), substantiates the necessity of



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organizing leadership activities based on a systematic approach. His proposed “14 Points” form the foundation of Total Quality Management (TQM). According to Deming, the primary function of a leader is to make every decision grounded in the principles of quality, stability, and continuous improvement.

This approach serves as a relevant theoretical basis within the context of ongoing modern reforms in the preschool education system of the Republic of Uzbekistan. Notably, normative-legal documents adopted in 2024–2025, including Resolution No. 531 of the Cabinet of Ministers dated August 27, 2024, emphasize the necessity of enhancing managerial competencies of leaders and implementing a quality management model. In this process, Deming’s advocated systematic approach and prioritization of quality can be regarded as an important theoretical framework for Uzbekistan¹.

Additionally, the American scholar A. Feigenbaum interprets the concept of quality not simply as a condition or slogan, but as a “way of life” (Feigenbaum, 1991). He highlights the leader’s role in fostering a management culture, organizational climate, and socio-psychological balance. These perspectives are especially pertinent for heads of preschool education institutions in Uzbekistan, particularly regarding their competencies in managing pedagogical teams, motivating internal staff, and cultivating collaborative teamwork.

Currently, the Uzbek education system is progressively implementing new standards, advanced criteria, and internationally-based managerial approaches aimed at ensuring quality. The application of Deming and Feigenbaum’s theories not only creates a conceptual foundation but also facilitates the development of leaders’ personal and professional competencies in accordance with modern requirements².

The director of a preschool education organization plays a crucial role in the effective management of the institution, organization of pedagogical processes,

¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 531 dated August 27, 2024, “On the training of candidates for the position of director of state preschool educational organizations in management training courses, issuance of management certificates, and introduction of a system for appointing candidates to the position

² Nuriddinova Q. S. MAKTABGACHA TA’LIM TASHKILOTLARI DIREKTORLARINING MALAKASINI OSHIRISHDA INNOVATION YONDASHUVLARI //Science and innovation. – 2024. – T. 3. – №. Special Issue 38. – C. 317-318.



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and leadership of the team. Their managerial approaches directly influence the institution's quality performance and sustainable development.

Based on the above analysis, it can be stated that the main types of managerial approaches include:

Systematic approach: Viewing all departments and processes of the preschool education institution as an integrated whole and managing them effectively. This also involves optimal allocation, coordination, and integration of resources to enhance quality and efficiency.

Quality management approach: Managing the educational process based on quality criteria. It is essential to implement continuous improvement principles, including Deming's "14 Points" of quality management. Additionally, it is necessary to effectively organize internal and external evaluation systems.

Democratic approach: Taking into account the opinions of team members, involving them in the management process, and promoting cooperation in open communication and decision-making. Creating a trusting environment between leaders and employees is considered important.

Human resource management approach: Organizing the selection, professional development, and motivation of pedagogical staff, as well as developing both individual and group potential. Furthermore, continuous professional development of the leader is a prerequisite.

Innovative approach: Introducing new pedagogical technologies and information-communication tools into the educational process, digitizing management activities, and applying modern management methods. Testing innovations and expanding successful practices are also important.

The strategic management approach involves developing long-term development goals and strategies for preschool education organizations, analyzing the external environment, identifying opportunities and threats, as well as planning and managing resources for the long term.

It can be further stated that the approaches of foreign theorists provide strategic methodological directions for forming quality managerial competence in Uzbekistan's preschool education sector. By adapting these approaches to the



national context, not only organizational management efficiency but also the quality of education can be consistently improved.

Internationally, two primary models of education quality assessment have been established:

The “French model”, which is based on external evaluation. In this model, accountability to the state and society is prioritized, with accreditation, certification, and inspection serving as the main criteria. This model is implemented in countries such as France, Estonia, Norway, and other European states³.

The “English model”, which emphasizes internal evaluation. The institution’s self-assessment, internal development strategies, and mechanisms of internal quality control are prioritized. This model is widely used in the United Kingdom, the United States, Germany, Poland, and other countries.

Many developed countries, including the United States and Finland, have introduced practices that harmonize both models to ensure education quality. These experiences demonstrate that preschool education leaders must not only comply with external requirements but also be capable of conducting internal evaluations, analyzing their environment, and continuously improving.

Analysis indicates that integrating the advantages of both models plays a crucial role in ensuring education quality. The “French model” strengthens accountability to the state and society by emphasizing external evaluation. This approach supports the effectiveness of control and accreditation mechanisms, though it may sometimes limit the institution’s capacity for internal self-development.

Conversely, the “English model” is grounded in internal evaluation and continuous development processes. It grants education leaders and their teams the freedom and responsibility to analyze their activities, conduct self-assessment, and improve quality. However, implementing this approach requires leaders to possess advanced managerial and leadership skills.

³ Chong V. K., Rundus M. J. Total quality management, market competition and organizational performance //The British accounting review. – 2004. - Jild 36. – №. 2. 155172.



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Currently, quality assessment and management systems are being developed within Uzbekistan's preschool education system. Our research indicates that an integrated application of two approaches would be most effective for the Uzbek model. This integration not only ensures the implementation of external standards and control mechanisms established by the state but also enhances the internal evaluation and self-development capacity of preschool institution leaders and their teams.

From this perspective, the following recommendations are considered essential for Uzbekistan's preschool education system:

Developing and continuously enhancing managerial competencies of leaders that focus not only on external requirements but also on internal quality control and improvement.

Strengthening the internal evaluation system systematically and methodologically, including the development and implementation of self-assessment criteria and tools.

Ensuring organic interconnection between external and internal evaluation mechanisms, so they complement each other and increase overall effectiveness.

Organizing continuous training, seminars, and professional development courses for leaders and educators aimed at improving quality.

Thus, by advancing Uzbekistan's preschool education quality management system based on international experience and introducing innovative approaches adapted to the national context, it becomes possible to provide effective and high-quality education management. This, in turn, contributes to elevating preschool education quality in the country and supports the comprehensive development of children.

Moreover, democratic management principles are becoming increasingly relevant in the effective governance of educational institutions. International experience demonstrates that democratic leadership models are widely developed through transparency in leader selection, openness, collaboration with the team in decision-making, accessibility of information, and employment based on



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contracts. This requires leaders to act not only as commanders but also as motivators and facilitators of social cooperation within their teams.

Analysis of international experience indicates that the managerial competence of preschool education leaders should be formed on the basis of knowledge and practical implementation of modern quality management principles, harmonization of external and internal evaluation mechanisms, possession of a democratic management culture, and the ability to effectively manage pedagogical processes within the socio-economic context. Taking these factors into account, improving the managerial competence of preschool education leaders in Uzbekistan, and developing them as quality-oriented, democratic, and analytical professionals represent an important scientific and practical task.

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