



THE POLICY OF TRAINING MANAGERIAL PERSONNEL IN THE PRESCHOOL EDUCATION SYSTEM OF THE REPUBLIC OF UZBEKISTAN

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Abstract

This article analyzes the issues of developing managerial potential of leadership personnel in the preschool education system of Uzbekistan and the introduction of innovative approaches in their activities. In particular, the content, assessment criteria, financial and organizational mechanisms of managerial training courses established in accordance with Resolution No. 531 dated August 27, 2024, are examined from a scientific-theoretical perspective. Furthermore, the role of learner-centered, modular, and digital technology-based teaching methods in shaping the professional competencies of leaders is substantiated. The article scientifically justifies the necessity of ensuring continuous professional development of leaders to organize effective management within the education system.

Keywords: Managerial activity, preschool education, innovative approach, leader training, managerial course, management competence, learner-centered education, continuous professional development, digital assessment, educational leadership.

Introduction

The preschool education system is one of the most important social institutions in society, ensuring the comprehensive development of children's personalities, their preparation for socialization, and thorough readiness for subsequent stages



of education. Therefore, the presence of highly qualified, innovative-thinking leaders with modern management skills in preschool educational organizations is a key factor in the effectiveness of this system.

By the Resolution No. 531 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 27, 2024, a system was introduced to train candidates for the position of director of state preschool education organizations through managerial training courses, to issue them managerial certificates, and subsequently appoint them to the position¹. This document serves as an important normative-legal basis aimed at forming a pool of qualified leaders in the preschool education sector, systematically developing their managerial potential, and ensuring transparency in appointment through a competitive selection process.

According to this resolution, starting from January 1, 2025, candidates for the position of director of state preschool education organizations within the Ministry of Preschool and School Education of the Republic of Uzbekistan will undergo special managerial courses and will receive managerial certificates confirmed by electronic digital signatures and QR codes. This certificate grants the candidate the right to participate in the competitive selection for the position of director.

Moreover, the resolution establishes a procedure, effective from September 1, 2025, for a monthly 30% salary bonus for directors who hold a managerial certificate. This measure plays a significant role in increasing leaders' motivation, encouraging continuous self-improvement, and forming a competitive pool of specialists in the education sector. Additionally, all current leaders are required to renew their managerial certificates every five years, thus implementing a mechanism for continuous professional development.

The regulations based on this resolution specify the course content, assessment criteria, final examination, as well as the main parameters of the curriculum and programs. This guarantees precise, measurable, and qualitative evaluation of managerial qualifications.

¹ Cabinet of Ministers of the Republic of Uzbekistan. (2024). On the implementation of managerial training courses for directors of preschool educational institutions. Resolution No. 531, August 27.



This approach can be considered timely and relevant. Firstly, the existence of a systematic approach to developing managerial competencies, i.e., defining the content of training, assessment criteria, and examination procedures in normative terms, forms a quality-assured and results-oriented model for training preschool education leaders. Additionally, the confirmation of final assessments by electronic digital signature and QR code not only ensures transparency but also contributes to the digital transformation of the sector.

According to the resolution, the organization of training courses, their content, format, financial mechanisms, and assessment criteria are established on a solid normative basis. In particular, it is noted:

“The training courses consist of 144 hours of study load and are conducted in theoretical, practical, and organizational practice forms. The courses can be organized either off-site or on-site (including online and remote formats)².”

This approach offers flexible, needs-based, and individually oriented education for managerial personnel. Specifically, the introduction of a simplified procedure for obtaining a managerial certificate for specialists with a master’s or academic degree demonstrates that this process is organized based on a differentiated and stratified approach.

Furthermore, funding issues are systematically addressed. The resolution stipulates:

“The costs of training directors are financed from the republican budget of the Republic of Uzbekistan based on a plan-distribution. Directors participating in the courses, being temporarily released from work, will retain their average salary at their primary workplace.”

This, in turn, introduces important mechanisms that provide both economic guarantees and social incentives for the improvement of managerial qualifications. Another significant aspect is that the training courses have clearly defined rules regarding academic discipline, participation requirements, and assessment systems. As a result: “Only candidates who successfully complete the

² Cabinet of Ministers of the Republic of Uzbekistan. (2024). On the implementation of managerial training courses for directors of preschool educational institutions. Resolution No. 531, August 27.



training course are allowed to take the final examination and obtain the managerial certificate” [1].

Analyzing this normative-legal document, it can be concluded that the resolution not only strengthens the organizational and regulatory foundations for the preparation of leaders but also creates a continuous, step-by-step, and learner-centered model for equipping them with innovative management technologies. In my view, these very aspects serve as the foundation for fostering quality leadership in the preschool education system and elevating the management culture within institutions to a modern level.

In addition, the modular, flexible, and needs-based content of the managerial courses, the established norms regarding instructor-to-participant ratios and academic workloads, as well as the presence of social guarantees—all of these indicate that this system aims to integrate innovative approaches with effective management practices.

In conclusion, the model of training courses that has been established serves as an advanced mechanism directed at the institutional development of educational management, the formation of a qualified leadership pool, and the promotion of sustainable professional development. It is essential to analyze this model from both scientific and practical perspectives.

Therefore, a positive assessment of this approach is justified. It not only reinforces the legal foundations of the managerial certification process but also acts as a reliable filter for selecting worthy leaders into the preschool education system by providing an objective evaluation of candidates’ professional competencies. This becomes a key factor in improving the quality of education at the level of institutional governance.

Thus, the systematic reforms aimed at training leaders of public preschool institutions based on modern management approaches, enhancing their managerial capacity, and ensuring efficiency in the educational process are among the main factors that define the relevance of this research topic. The ongoing developments in this field pave the way for the stable, competitive, and internationally aligned advancement of the preschool education system.

In the modern educational context, improving the managerial capacity of leadership personnel and preparing them to effectively respond to new conditions



and challenges is one of the most pressing methodological issues. In particular, the continuous professional development of directors in the preschool education system is recognized as one of the key factors ensuring the quality of institutional management.

In her article, Shakhnoza Nuriddinovna Qosimova conducts an in-depth analysis of current challenges and promising approaches in improving the qualifications of directors of preschool educational institutions. She presents the following observation:

“At present, a variable training model is being developed at the Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Educational Organizations, designed to meet the professional requirements and needs of preschool institution directors. However, the digital monitoring system for professional development has not yet been fully implemented in a way that provides stratified information and didactic support tailored to the needs of directors³.”

This observation can be regarded as a timely and significant scientific-theoretical issue. The article highlights a number of critical points, including:

the need to develop individual and variable methods for identifying professional needs;

the fact that the digital system for monitoring professional development is still not fully functional;

and the insufficient integration of learner-centered teaching and andragogical approaches.

All of these emphasize the urgent need to improve the current system in both scope and quality.

According to the author, professional development should not be limited to a series of standard training sessions; rather, it should serve as a continuous educational process that supports the comprehensive growth of the leader's personality, integrating emotional well-being with professional responsibility.

³ Nuriddinovna Q. S. MAKTABGACHA TA'LIM TASHKILOTLARI DIREKTORLARINING MALAKASINI OSHIRISHDA INNOVATSION YONDASHUVLARI //Science and innovation. – 2024. – T. 3. – №. Special Issue 38. – C. 317-318.



This approach aligns well with the high competency standards expected of today's leadership personnel.

Furthermore, the “professionographic approach” proposed by Sh.N.Qosimova “is substantiated both scientifically and practically as an innovative basis for modeling the professional development of preschool education leaders. This approach involves an in-depth study of the relationship between a leader’s personal attributes, professional activities, and the surrounding environment”[2]. On this basis, it can be stated that the author’s analysis offers a strong theoretical foundation for scientific research aimed at improving educational policy for leadership personnel. The ideas presented clearly indicate the necessity of implementing advanced practices to support and develop leadership within the preschool education system.

Introducing innovative approaches into the managerial activities of preschool education leaders is considered a key factor in advancing the field. In particular, managerial training courses play a crucial role in systematizing this approach, developing management competencies based on clear criteria, and preparing leaders through modular and modern educational programs. This, in turn, helps to build a cadre of innovative, proactive, and competitive leaders in preschool education.

Moreover, applying differentiated approaches based on individual needs, mastering digital technologies, and integrating pedagogical leadership with emotional resilience into managerial practice have become essential methodological directions. Today’s leaders must not only manage but also effectively coordinate socio-psychological and pedagogical processes. Therefore, organizing managerial activity based on innovative approaches is recognized as a vital guarantee for improving the quality of preschool education.

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