



THE CONCEPT OF MANAGERIAL ACTIVITY AND ITS FUNDAMENTAL COMPONENTS

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Abstract

This article analyzes the key components of the managerial activity of directors of preschool educational institutions and their role in the management process. Based on the views of scholars in the field, the study highlights the importance of the core functions of managerial activity — planning, organizing, leading, and controlling — and explains their significance in ensuring effective management within preschool institutions. Furthermore, the practical relevance and interrelationship of these components are examined from a scientific and methodological perspective.

Keywords: Managerial activity, preschool education, management, planning, organizing, leading, controlling, managerial components, director of an educational institution, management process.

Introduction

In today's context, managerial activity plays a central role in ensuring the effective functioning and competitiveness of organizations within modern management systems. This is particularly true in the field of education, especially in preschool institutions, where the managerial competencies of leaders are essential not only for institutional governance but also for delivering high-quality educational services. A deep understanding of the nature of managerial activity and its fundamental components allows leaders to make effective decisions, manage teams successfully, and continuously improve the educational process.



Therefore, this article examines the theoretical foundations of managerial activity and analyzes its core structural elements.

Managerial activity is a critical component of the management process that ensures the efficient functioning of any organization or institution. It encompasses functions such as planning, organizing, directing, and controlling resources to achieve the defined goals of the organization. Today, managerial activity is widely applied not only in industry and services, but also in education and public administration [6]. The primary aim of the managerial process is to improve overall organizational outcomes through the effective utilization of available resources.

Managerial activity is a structured process aimed at achieving specific objectives, whereby the leader manages human, financial, material, and informational resources, makes decisions, and coordinates the team[1]. In addition, it includes ensuring internal cooperation within the organization and adapting to change, which is an integral part of modern governance.

According to S.T. Turgunov, the managerial activity of educational institution leaders comprises seven stages: assessing the state of the pedagogical process, defining management objectives, planning, selecting and positioning staff, control and diagnostics, coordinating team activities, and identifying the dynamics of institutional development[1]. This approach emphasizes the need to consider not only organizational but also socio-psychological aspects of management.

R.Kh. Djurayev emphasizes that globalization has deeply influenced the education sector, highlighting that the intellectual potential of nations and states is a decisive factor in the modern world. This viewpoint suggests that managerial activity should be viewed not merely as resource management but as a complex socio-intellectual process requiring high-level competence.

According to N.Sh. Abdullayeva, the management of preschool educational institutions is a complex and holistic process that requires the creation of favorable conditions for learners' education and personal development[2]. This perspective is especially significant for developing a meritocratic environment and increasing educational effectiveness by addressing teachers' individual needs.



Sh.N. Qosimova, through an analysis of leadership qualities, identifies the importance of the professional-business, pedagogical, organizational, prognostic, socio-psychological, and communicative competencies of preschool directors[7]. This highlights the multifaceted and complex nature of managerial activity.

Furthermore, L.D. Hammond regards effective leadership among educators as a means to improve educational quality and emphasizes that the managerial competencies of leaders have a direct impact on the quality of the learning process[3].

J. Baxter, in his research on meritocratic principles in management, underscores the importance of attracting and retaining highly qualified educators. However, he also warns that an overemphasis on individual success within meritocratic systems can lead to social injustice[4], suggesting that social justice and collaborative principles must be integrated into management practice.

Similarly, Sara Howells' studies indicate that meritocratic management systems, while fostering competition among educators, may also reinforce social inequalities. Therefore, she advocates for management mechanisms based on fairness and collaboration[5].

Based on the above analysis, managerial activity can be defined as a complex and systematic process aimed at guiding the organization toward high quality and efficiency. It involves the effective management of resources, the application of the leader's professional and personal qualities, and the integration of socio-psychological processes. This process comprises four key components — planning, organizing, leading, and controlling — which interact in a coordinated manner to ensure the successful implementation of managerial functions.

By analyzing the views of the aforementioned scholars, we have developed a structured table that reflects the main components of the managerial activity of preschool institution directors and their role in management. The table clearly demonstrates the practical relevance of each stage of the managerial process, outlining the responsibilities and duties of the director in ensuring effective institutional governance.

Moreover, the table illustrates the interrelationship and coherence between core management functions — planning, organizing, leading, and controlling — within preschool institutions. This approach enables directors to enhance their



effectiveness, coordinate team activities, and continuously improve the quality of education.

As a result, the table developed through this methodological analysis serves not only as a theoretical concept but also as a practical tool for strengthening the managerial competence of preschool directors and optimizing management processes. Ultimately, this contributes to the effective operation of the educational institution and the improvement of the quality of educational services it provides.

**The key components of managerial activity of preschool educational
institution directors and their role in management**

Managerial activity	The role and significance in the management by the director of a preschool educational institution
Planning	The director of a preschool educational institution identifies organizational objectives and conducts educational and organizational planning to ensure the quality of the educational process. By optimally allocating resources — including personnel and material-technical assets — and defining strategic directions for future development, the director facilitates effective institutional management.
Organizing	The director coordinates the effective operation of the team by assigning tasks, selecting and placing pedagogical and support staff, and ensuring the coordination of their activities. This phase involves fostering collaboration among staff members and clearly delineating individual responsibilities.
Leading	Acting as the leader of the preschool institution, the director manages the team, motivates educators, monitors their performance, and encourages their professional development. By establishing effective communication channels, the director fosters a positive work environment within the pedagogical team, which has a direct impact on educational quality.
Controlling	The director systematically monitors the implementation of the educational process and institutional activities to ensure alignment with planned outcomes. They evaluate staff performance, identify deficiencies, and implement timely corrective measures. Additionally, the director organizes initiatives aimed at continuous quality improvement.

Based on the above table and its explanations, it is evident that the director of a preschool educational institution is a vital and complex managerial subject. The director is responsible not only for defining the organization's strategic goals and effectively allocating resources but also for managing the team, motivating staff,



and continuously monitoring and improving the quality of education. The four fundamental components of managerial activity—planning, organizing, leading, and controlling—are interconnected processes essential for the efficient functioning of a preschool institution. Through the harmonization of these processes, the director ensures that children receive quality education.

Therefore, possessing high qualifications and managerial competencies, as well as the ability to implement innovations and foster the development of the pedagogical team, are key factors contributing to the enhancement of educational quality in preschool institutions.

In conclusion, managerial activity is a complex and multifaceted process necessary for effective organizational management, with its core components playing a significant role in achieving institutional objectives. In today's context, management encompasses not only resource administration but also the introduction of innovations, adaptation to change, and enhancement of competitiveness. Consequently, the continuous development and improvement of managerial competencies among leaders in the education sector, particularly in preschool institutions, remains a priority task.

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