

PEDAGOGICAL CONDITIONS FOR DEVELOPING THE PERSONAL COMPETENCIES OF LEADERS IN PRESCHOOL EDUCATION INSTITUTIONS MANAGEMENT

Berdiyeva Dilafruz Shuxratovna

Independent researcher at
Bukhara State Pedagogical Institute
E-mail: berdievadilafruz@buxdpi.uz

Annotation. This article analyzes the issues of developing the personal competencies of leaders in preschool education institutions from a pedagogical perspective. It examines the conditions that contribute to the formation of professional and personal competencies of leaders, including the development of communicative, organizational, strategic, innovative, and reflective abilities. The research results indicate that the systematic implementation of pedagogical conditions promotes the professional growth of leaders and helps improve the quality of preschool education. The article also includes recommendations for effectively organizing leadership activities and developing management competencies in the preschool education system.

Keywords: preschool education, leadership competencies, pedagogical conditions, management, professional development, innovative activity.

The preschool education system is one of the most important pedagogical stages in shaping children's personalities, social skills, and intellectual potential. At the same time, the pedagogical process of a preschool institution depends not only on qualified educators but also directly on the professional and personal competencies of the leader managing them. In the context of modern society, the quality and effectiveness of education are fully determined by the leader's strategic thinking, leadership potential, ability to implement innovative pedagogical approaches, and skills in effectively managing the pedagogical team. Therefore, developing the personal competencies of leaders in preschool education institutions is a relevant issue from pedagogical, social, and strategic perspectives. The relevance of leadership competencies can be explained by several factors. First, the performance of preschool institutions is directly linked to children's developmental outcomes. If a leader's competencies are insufficient, the pedagogical process is poorly organized, the quality of the team's work decreases, and children's developmental indicators remain suboptimal. Second, modern educational institutions require adaptation to global and national standards, the implementation of innovative pedagogical methods, and the fulfillment of social demands. This requires the leader to possess not only managerial skills but also the capacity to implement pedagogical and strategic approaches. Third, a leader's personal competencies are decisive in motivating the pedagogical team, developing their creative and professional potential, and effectively implementing innovative methods. Leadership competence is defined as a combination of knowledge, skills, and personal qualities that serve to manage the pedagogical process, improve education quality, and coordinate the pedagogical team. This competence includes two main components: professional competencies and personal (leadership) competencies. Professional competencies include the leader's ability to plan strategically, manage the pedagogical process, implement innovative methods, and monitor educational quality. Personal competencies encompass leadership, decision-making, stress management, communication skills, and social responsibility.

The main characteristics of leadership competence include strategic thinking, innovative potential, pedagogical understanding, social and communicative skills, and personal responsibility. Strategic thinking enables a leader to set long-term goals and guide the team accordingly. Innovative potential ensures the ability to apply new pedagogical approaches, interactive methods, and technologies. Pedagogical understanding helps the leader deeply

comprehend the educational process, consider children's individual characteristics, and optimize pedagogical practices. Social and communicative skills allow effective interaction with the pedagogical team, constructive conflict resolution, and motivation of the staff. Personal responsibility requires a high degree of accountability, considering the impact of the leader's decisions on institutional performance and children's development. Developing a leader's personal competencies plays a crucial role in improving the efficiency of the pedagogical process, enhancing the pedagogical team's performance, and raising the quality of children's education. This development requires the following pedagogical conditions: continuous professional development and training, creation of an innovative pedagogical environment, fostering pedagogical collaboration and experience exchange, implementing reflective analysis and monitoring systems, and forming a pedagogical environment that supports personal potential. Continuous professional development allows the leader to update knowledge and skills. An innovative pedagogical environment encourages creative decision-making, ensures high quality in the pedagogical process, and motivates the team. Pedagogical collaboration develops communicative abilities, enables constructive conflict resolution, and enhances the creative potential of the team. Reflective analysis and monitoring help the leader identify strengths and weaknesses, make goal-oriented pedagogical decisions, and continuously develop personal competencies. Creating pedagogical conditions enables the comprehensive development of a leader's strategic thinking, leadership, communication skills, and innovative potential. Thus, the personal competencies of a leader in preschool education institutions are a key factor determining the quality of the pedagogical process and enhancing management efficiency. High-level competencies allow the leader to ensure the sustainable development of the institution, modernize pedagogical processes, and promote the comprehensive development of children. Therefore, developing leadership competencies is a pressing and priority area from pedagogical, strategic, and social perspectives. A leader's personal and professional competencies are fundamental for ensuring the efficiency of the pedagogical process and improving the quality of education in preschool institutions. High-level competencies enable systematic management of the pedagogical process, optimal resource allocation, implementation of innovative methods, and continuous improvement of educational quality. Social and communicative competencies facilitate effective interaction with the pedagogical team, motivation, and development of creative potential. As a result, the pedagogical team's performance improves, educators strive to enhance their qualifications continuously, and pedagogical processes within the institution become higher in quality.

Innovative competencies allow the leader to implement new pedagogical technologies. Applying interactive teaching methods helps create an individualized education system tailored to children's characteristics, making learning engaging, effective, and focused on developing intellectual potential. Additionally, a leader with strategic thinking can develop and implement long-term development plans for the preschool institution, enabling effective resource management, easier achievement of institutional goals, and systematic improvement of the pedagogical process. However, in some cases, leaders may lack sufficient strategic, pedagogical, or personal competencies. This can lead to decreased pedagogical effectiveness, reduced team motivation, and difficulty implementing innovative technologies. Developing a leader's personal and professional competencies requires a continuous and systematic process. If time, financial resources, or training opportunities are insufficient, competency development slows down. Implementing innovative pedagogical technologies requires the leader to have not only knowledge but also methodological and technological readiness. Without these, the effectiveness of innovative methods is limited, and managing the pedagogical process becomes challenging. Similarly, insufficient social and communicative skills hinder interaction with the pedagogical team, complicating conflict resolution, creative activity encouragement, and motivation creation. Therefore, leadership competence in preschool education institutions plays a decisive role in ensuring management efficiency and educational quality. The leader's knowledge, skills, and

personal qualities directly affect all stages of the pedagogical process, optimize the performance of the pedagogical team, and ensure the comprehensive development of children. Systematic creation and implementation of pedagogical conditions for developing the leader's personal competencies guarantee the quality and effectiveness of preschool education institutions.

A preschool institution is a complex pedagogical system based on interaction among children, educators, leaders, and parents. Within this system, when the management process is well-organized, a leader's personal and professional competencies play a decisive role in increasing the effectiveness of the pedagogical process and the quality of education. Strategic thinking, problem analysis, decision-making, and the ability to guide the team toward a common goal are the main factors determining management efficiency. Thus, developing a leader's personal competencies in preschool institutions is a key condition for improving the quality of the pedagogical process. A leader's personal competencies are crucial for effective collaboration with the pedagogical team, motivating them, and organizing pedagogical activities. Creating a healthy psychological environment within the team depends on the leader's personal and social competencies. Establishing cooperation and mutual respect among educators enhances motivation and the efficiency of their professional activities. By supporting educators' initiative and creative potential, the leader ensures the team works toward a common goal. Innovative competencies allow the leader to introduce modern pedagogical technologies. Implementing interactive teaching methods creates individualized learning tailored to children, makes the learning process engaging and effective, and improves the quality of the pedagogical process. By involving educators in innovative activities, the leader develops their professional skills and ensures continuous improvement of education quality.

Strategic and systematic management is directly linked to developing a leader's personal competencies. A leader can develop a long-term plan for the preschool institution, allocate resources efficiently, and organize the pedagogical process to achieve goals effectively, thereby ensuring management efficiency. Proper planning defines the main directions of pedagogical activity, assigns tasks to each educator, and ensures consistent implementation of the educational process. Monitoring assesses the implementation of planned activities, identifies problems, and allows their resolution. A leader's communicative and social competencies are important for establishing effective interaction with educators, parents, and community organizations. Open communication with educators ensures the team works toward a common goal, while collaboration with parents facilitates more effective organization of children's education and development. Additionally, a leader's ability to manage material and technical resources efficiently contributes to the quality of the pedagogical process. Modern classrooms, educational tools, playgrounds, and didactic materials create favorable conditions for children's comprehensive development. Effectively organizing and managing the pedagogical team is directly related to the leader's personal competencies. This involves assessing educators' professional potential, making optimal use of their capabilities, and supporting their professional development. Creating a healthy psychological environment, motivating the pedagogical team, and involving them in innovative activities enhance professional motivation, develop creative potential, and increase the efficiency of the pedagogical process. Leadership skills unite the team toward a common goal, encourage initiative, and enable creative approaches in pedagogical activities. Thus, developing a leader's personal competencies in preschool institutions is a key pedagogical condition for ensuring the efficiency of the pedagogical process, enhancing the pedagogical team's performance, and supporting children's comprehensive development. Strengthening leadership, strategic, and innovative potential, motivating the pedagogical team, and implementing modern pedagogical technologies significantly improve management efficiency and education quality.

Implementing innovative pedagogical technologies is one of the key pedagogical conditions for developing a leader's personal competencies and enhancing management efficiency in preschool institutions. The modern education system, driven by rapid societal, scientific, and

technological development, requires leaders and educators to adopt new pedagogical approaches. In the preschool stage, the use of innovative pedagogical technologies is particularly important for developing children's interest, thinking, and creative abilities. From this perspective, the leader's personal and professional competencies play a decisive role in applying innovative approaches and managing the team using new methods. Innovative pedagogical technologies are understood as new methods, approaches, and pedagogical practices aimed at organizing the educational process effectively, interactively, and in a child-centered manner. These technologies transform children from passive recipients into active participants, developing independent thinking and ensuring active participation in learning. The leader must engage the pedagogical team in innovative activities, introduce them to new methods, and create the conditions necessary for their practical implementation. For this purpose, the leader organizes seminars, trainings, and methodological activities to support the professional and personal development of educators. Using information and communication technologies is one of the key factors for effectively organizing innovative pedagogical processes. Multimedia tools, interactive games, software, and digital resources enrich children's learning, increase interest, and enhance their motivation to learn. By coordinating educators' work with innovative methods, the leader helps them gain experience, exchange expertise, and develop the pedagogical team's creative potential.

Innovative approaches also help organize management processes effectively in preschool institutions. By implementing innovative methods, the leader coordinates educators' activities, encourages new initiatives, and guides the team toward sustainable development. This creates a creative environment within the team, enhances professional activity, and improves the quality of the educational process. Innovative pedagogical technologies directly impact children's holistic development. Active pedagogical methods, such as project-based learning, engage children in small groups to work on various projects, developing planning, problem-solving, and teamwork skills. Play technologies, dramatization, and role-playing games foster social activity, communication skills, and emotional expression. Interactive technologies, including multimedia tools, animations, video lessons, and interactive boards, engage children visually and auditorily, developing decision-making skills and hand-eye coordination. Pedagogical innovations are closely linked to methodological approaches. Montessori methodology allows children to learn independently and follow their interests. The Reggio Emilia approach focuses on developing children's creative potential through collaborative projects, experiments, and hands-on activities with the educator. STEAM technologies combine science and art, fostering logical thinking, creativity, and problem-solving skills. For example, simple experiments to explore physical or biological concepts develop children's scientific thinking and observation skills. Thus, developing a leader's personal competencies in preschool education is closely linked to implementing innovative pedagogical technologies. Leadership, strategic thinking, innovative approach implementation, and pedagogical team management enhance the quality of the preschool educational process, promote educators' professional growth, and support children's holistic development. Therefore, preschool leaders must focus on widely implementing innovative pedagogical technologies, introducing educators to new methods, and organizing the educational process in accordance with modern pedagogical requirements.

Developing a leader's personal competencies in preschool education institutions is one of the key pedagogical conditions for ensuring an effective educational process and high-quality education. Strategic thinking, implementing innovative approaches, managing the pedagogical team, and social-communicative skills play a decisive role in the sustainable development of the preschool institution. Personal competencies allow the leader to create a healthy psychological environment, develop educators' professional and creative potential, and effectively organize motivation and incentive systems. Implementing innovative pedagogical technologies serves as a crucial tool for manifesting a leader's personal competencies in practice. Interactive teaching technologies help organize the pedagogical process in an engaging, effective, and child-centered manner. By involving the pedagogical team in innovative activities, introducing new methods,

and providing methodological support, the leader ensures continuous improvement of education quality while fostering children's independent thinking, creative abilities, and social skills. Thus, developing a leader's personal competencies in preschool institutions is a key pedagogical condition for organizing a high-quality educational process, enhancing the pedagogical team's creative and professional potential, and ensuring children's holistic development. Strengthening leadership, strategic, and innovative potential, motivating the pedagogical team, and implementing modern pedagogical technologies significantly improve the management efficiency and quality of education in preschool institutions.

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