

# Mechanisms for Creating Pedagogical Conditions to Develop Managerial Skills of Deputy Directors in Preschool Educational Institutions

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**Received:** 21 March 2025; **Accepted:** 17 April 2025; **Published:** 19 May 2025

**Abstract:** This article provides an in-depth analysis of the pedagogical conditions necessary for developing the managerial skills of deputy directors in preschool educational institutions. In the modern educational environment, the professional and managerial competence of leadership personnel directly impacts the quality of education. The study explores the nature and content of managerial competencies, methodological approaches aimed at their development, the role of practical training and seminars, examples from foreign practices, and mechanisms for adapting the pedagogical environment to preschool education. The author proposes practical recommendations to enhance the professional development of leadership personnel in the preschool education system.

**Keywords:** Preschool education, leadership staff, deputy director, managerial skills, pedagogical conditions, management, professional development, training, seminar, foreign experience, methodology, competence.

**Introduction:** The development of the modern education system, the quality, and effectiveness of education are largely dependent on the personnel managing the system. Particularly in preschool education, the professional capacity of leadership staff—directors and their deputies—plays a significant role in the socio-cultural, pedagogical, and organizational advancement of the institution. The responsibilities of a deputy director go beyond administrative tasks and include unifying the pedagogical team towards a common goal, initiating innovation, providing methodological support to educators, analyzing the educational process, and taking a leading role in its organization. This requires a high level of managerial competence.

Currently, the demands on the management process are increasing significantly. New technologies, digital transformation, innovative approaches, and principles of transparency and effectiveness are becoming deeply integrated into preschool education. In such conditions, enhancing the professional potential of deputy directors, especially their managerial competencies, becomes a critical issue. However,

systematic approaches in this regard are insufficient, professional development programs do not fully meet the requirements of modern management, and international experiences are underutilized. Therefore, there is an urgent need to develop, systematize, and implement mechanisms for creating pedagogical conditions that enable the enhancement of managerial capacity in leadership roles.

## METHODS

This research employed a systematic approach, using a complex of various scientific and methodological methods. First and foremost, theoretical analysis was conducted to review existing literature, legal documents, educational programs, and international experiences related to managerial competencies, pedagogical conditions, and management practices in preschool education. This made it possible to define the main concepts, categories, and methodological approaches relevant to the research topic.

In the empirical phase, data was collected through surveys, interviews, and observations with deputy directors, methodologists, and educators working in

preschool institutions. The surveys explored their daily management challenges, needs, self-assessment of competencies, and attitudes toward professional development. Semi-structured interviews helped to identify internal management processes, organizational culture, decision-making practices, team collaboration experiences, and self-reflection mechanisms. As part of external analysis, the experiences of countries with advanced education systems—such as Finland, Singapore, South Korea, and Estonia—were studied. Particular attention was paid to their systems for developing managerial competencies among educational leaders, including module-based programs, competency-focused approaches, and ongoing professional exchange practices. The relevance of adapting these practices to the local context was analyzed.

The methodological foundation was based on systematic, integrative, and activity-based approaches. By combining these frameworks, the research strategy ensured the consideration of managerial practice not only from a theoretical standpoint but also from a social-practical perspective.

## **RESULTS**

The research findings revealed that although most deputy directors in preschool institutions possess sufficient pedagogical knowledge and experience, they lack essential modern managerial skills. These include strategic planning, risk assessment, digital management, staff motivation, communication, and team-building abilities.

It was also found that the current professional development programs are predominantly theoretical and have limited practical impact. Many respondents expressed dissatisfaction with the generic nature of training and stressed the need for individualized, competency-based programs tailored to their specific needs. Observations indicated that the lack of managerial competencies negatively affects the quality of education. Common issues include internal conflicts, low motivation, resistance to change, and a lack of initiative within the educational team—all linked to insufficient leadership skills among deputy directors. Analysis of international practices demonstrated the effectiveness of continuous development, mentorship, peer collaboration, practice-oriented training, and problem-based learning approaches. These methods contribute significantly to the formation of leadership qualities and real-time decision-making skills in education managers.

## **DISCUSSION**

The findings suggest that there is currently no unified or systematic approach to developing managerial

competencies in the preschool education sector. The existing professional development system is insufficiently modular, does not consider individual needs, and often repeats general knowledge. Therefore, creating effective pedagogical conditions requires the following strategies:

First, it is essential to implement a personalized approach that accounts for each leader's needs, abilities, and working context. This involves using competency-based diagnostic tools to identify individual learning pathways.

Second, the development of managerial skills should prioritize practical and activity-based methods. Case studies, problem-based learning, simulations, and role-playing exercises enable educational leaders to develop real-world competencies such as decision-making, conflict resolution, stress tolerance, and leadership.

Third, integrating modern technologies and digital resources into leadership training is vital. Digital platforms, online courses, webinars, and virtual seminars offer continuous learning opportunities and ensure that educational leaders stay updated with current practices.

Moreover, adapting international practices, introducing mentorship systems, and enhancing internal assessment and external monitoring mechanisms can foster a sustainable environment for professional growth and managerial excellence in preschool education.

## **CONCLUSION**

Developing the managerial competencies of deputy directors in preschool education institutions is of strategic importance in the modern education system. A comprehensive and effective approach is necessary to ensure this development. Based on the research findings, it can be concluded that establishing a pedagogical conditions system to enhance leadership competencies significantly improves the overall quality indicators of educational processes.

To achieve this, it is essential to strengthen methodological services, organize practice-based training, use digital platforms, implement motivational mechanisms, and adapt international experiences to local settings. These mechanisms will reinforce the leadership potential of deputy directors, ultimately fostering the development of preschool institutions as a whole.

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