

The Model Of A Modern Preschool Educational Institution Director

Prof. Dr. Nafisa Shavkatovna Abdullayeva

Rector, Institute for retraining and advanced training of directors and specialists of preschool educational institutions

Doctor of pedagogical sciences (DSc), Professor, Uzbekistan

Muxtabar Pulatovna Maraimova

Independent researcher, Uzbekistan

Received: 10 September 2025; **Accepted:** 03 October 2025; **Published:** 06 November 2025

Abstract: This article is devoted to the formation of the model of a director of a modern preschool educational institution based on a systemic management approach. The study analyzes the professional competencies of the director, grounded in strategic leadership, innovative approaches, and systemic thinking. The significance of the core principles of systemic management, namely integrity, interconnectedness, and adaptability, in ensuring the effective functioning of a preschool educational institution is examined. The article discusses practical aspects of developing the director's model through strategic planning, resource management, and the integration of innovative technologies. The research findings confirm the pivotal role of the director's activities, based on systemic management, in enhancing the quality of education and ensuring the sustainable development of the organization in the context of a modern educational environment.

Keywords: Preschool education, systemic management, director's model, strategic leadership, innovative approach, competency-based approach, model, strategy, competency, quality, proactivity, efficiency, children's rights, digital culture, legal literacy.

Introduction: In the context of a modern educational environment, the effective management of preschool educational institutions requires a strategic leadership model based on a systematic approach. A preschool institution director should not only coordinate pedagogical processes, but also act as a leader who ensures the strategic development of the institution, implements innovative approaches, and remains adaptable to internal and external changes.

The preschool education system serves as the fundamental basis for the development of human capital. From this perspective, it is of vital importance to establish a model of leaders who are capable of effectively managing preschool institutions and who possess a high level of managerial culture, modern competencies, and relevant knowledge. In fact, according to analyses conducted by the Organisation for Economic Co-operation and Development (OECD) in 2021, the quality of leadership and management in preschool institutions is considered one of the key

factors determining the overall quality of education.

The preschool education system represents the first and most critical stage in nurturing the younger generation, who embody the future of every nation. The quality and effectiveness of this system are directly influenced by the capacity, knowledge, and leadership style of its directors.

According to Presidential Decree No. PF-51 of the Republic of Uzbekistan dated March 19, 2025, titled "On Additional Measures to Increase the Efficiency of the Management System in Preschool and School Education", it is stipulated that all levels of management in preschool and school education must involve the selection of proactive candidates with high potential, modern knowledge, skills, and qualifications through a competitive process. Moreover, it outlines the gradual replacement of managers in preschool and general education institutions with individuals who possess modern management and leadership competencies.

Based on the Resolution of the Cabinet of Ministers No. 531, dated August 27, 2024, "On Introducing a System for Managerial Training Courses, Certification, and Appointment of Candidates to the Position of Director of State Preschool Educational Institutions", as well as Order No. 290 issued by the Minister of Preschool and School Education on September 16, 2024, "On Organizing Managerial Training Courses for Candidates to the Position of Director of State Preschool Educational Institutions", "Managerial Training Courses" have been officially established.

The purpose of the managerial training course for current and prospective directors of state preschool educational institutions is to enhance their managerial competence based on qualification requirements. The course aims to provide participants with updated knowledge, skills, and qualifications necessary for the effective management of preschool institutions, teamwork, communication with parents, implementation of administrative and financial operations, and application of information and communication technologies (ICT).

In a modern educational environment, the preschool institution director acts as the central figure responsible for both strategic and operational management of the organization. The key functions of the director include organizing pedagogical processes, monitoring the quality of education, supporting the professional development of staff, and ensuring collaboration with external stakeholders. At the same time, a modern director is not limited to administrative tasks alone, but must possess innovative leadership competencies, contributing to the institution's overall competitiveness.

The competencies of the director must meet the demands of modern education, encompassing strategic planning, analytical thinking, communication skills, and the effective use of information and communication technologies (ICT). Research shows that the professional competencies of the director have a direct impact on the overall efficiency of the institution.

The model of a modern director represents a leader equipped with a set of personal, legal, pedagogical, organizational, and technological competencies. Such a leader is not only responsible for overseeing institutional operations, but also functions as an initiator, reformer, and developmental leader.

A modern preschool director must possess strategic and managerial competencies, legal literacy and the ability to work with normative legal documents, pedagogical leadership, communication and social partnership skills, as well as digital literacy.

However, several challenges emerge in the process of shaping this model, including limited financial resources, insufficient qualification levels among pedagogical staff, and difficulties in adapting to changes in the external environment. For instance, ongoing educational reforms or economic shifts may affect the director's ability to carry out strategic planning effectively.

Addressing these challenges requires the continuous professional development of directors. Participation in professional development programs, international exchange platforms, and management training sessions significantly contribute to strengthening leadership competencies. For example, specialized courses in systematic management enhance strategic and analytical skills.

Strategic and managerial competencies of preschool directors include the ability to develop institutional development strategies, implement transparent and effective management systems, lead teams toward shared goals, and make sustainable decisions. Strategic planning is one of the director's core functions in systematic management, involving the setting of long-term institutional goals, the efficient allocation of resources (financial, human, and material), and the formulation of measures to improve educational quality. These plans are typically based on analytical tools such as SWOT and PEST analyses, enabling a comprehensive evaluation of the organization's internal and external environment.

In resource management, the director is expected to ensure the institution's financial stability, support staff development, and introduce modern educational tools. For instance, the integration of digital educational platforms helps promote children's cognitive and creative development.

According to the organic and mechanistic models of management proposed by Burns and Stalker (1961), preschool institutions operate in a dynamic environment, necessitating the use of the organic management model. This approach emphasizes transparency, creative decision-making, and the establishment of a trust-based work environment.

According to the theory of pedagogical leadership (Spillane, 2006), the role of a director should not be confined to a single individual, but rather organized based on the concept of distributed leadership. This approach envisions active participation of educators in the decision-making process, engaging them in efforts to enhance the quality of education.

Communication and social partnership competencies encompass the ability to engage effectively with parents, local communities, and governmental bodies,

as well as to establish collaborative relationships with sponsors, non-governmental non-profit organizations (NGOs), and other social partners.

A modern director must demonstrate digital literacy, which includes the ability to manage information systems, electronic journals, and monitoring platforms; utilize digital analytical tools (such as Excel, Google Forms, and online assessments); and lead the digital transformation of educators.

According to the World Bank (2022), human capital refers to the contribution of an individual's knowledge, capacity, and health to economic growth. In this context, a preschool institution director should focus on developing the human capital of educators by implementing the following strategies:

- Prioritizing professional development strategies;
- Supporting talented educators;
- Organizing training sessions in information and communication technologies (e.g., Google Workspace, Microsoft 365, and various LMS platforms).

An overview of international standards for preschool directors reveals that, for instance, in Singapore, under the ECDA (Early Childhood Development Agency) system, directors undergo training through the DECCEL (Diploma in Early Childhood Care and Education – Leadership) courses, which include instruction in legal knowledge, leadership skills, and communication abilities. During the licensing process, candidates' knowledge is assessed, and all preschool institutions and their leaders are licensed and monitored by ECDA.

In Finland, becoming a preschool director requires a master's degree in pedagogy along with special qualifications in legal and administrative management. Institutional operations in Finland are based on principles of transparency and public accountability, ensuring openness and trust in early childhood education governance.

A modern director is not merely an administrator, but rather a strategist, a motivator, and a guarantor of legal compliance. The success of a director largely determines the quality of education in a preschool institution. In order to develop a comprehensive model of the modern preschool director, specialized managerial training programs have been introduced. These programs aim to shape leaders who are not only effective administrators but also pedagogues, legal experts, inspirational leaders, and multifaceted professionals capable of addressing the complex demands of the sector.

At the conclusion of these courses, participants are evaluated through presentations, tests, and case-based

assignments aligned with the curriculum. These components serve as key motivators for self-improvement and promote deeper engagement with the course content.

To further enhance professional development, the following principles are proposed for refining qualification standards for directors:

1. Institutionalizing the Competency-Based Approach – Each director should be equipped with a personalized professional development roadmap;
2. Assessment Based on International Standards – Certification processes should include testing in communication, ethics, management, and legal knowledge;
3. Digital Pedagogy Competency – Introduction of ICT bootcamps tailored for directors;
4. Institutionalizing Social Partnerships – Establishing open collaboration platforms with NGOs, local authorities, and sponsors.

Based on these principles, we propose presenting the model of a modern preschool director as a dynamic and continuously evolving concept. This model must adapt to new opportunities, social needs, and global trends.

In conclusion, the modern preschool director can be characterized as an intellectual leader, a legally accountable figure, a pedagogical innovator, a compassionate psychologist, and a motivational manager. Research findings indicate that the strategic leadership, innovative mindset, and systemic thinking capabilities of directors play a critical role in enhancing institutional effectiveness.

The principles of systemic management—such as integrity, interdependence, and adaptability—form the foundation of the modern director model. Through strategic planning, efficient resource management, and the integration of innovative technologies, directors ensure the sustainable development of their institutions and contribute to improving educational quality.

Challenges identified during the research, such as limited financial resources and inconsistent qualifications among teaching staff, underscore the urgent need for professional development. To address these challenges, targeted recommendations have been developed, including the expansion of capacity-building programs, international knowledge exchange platforms, and support for innovative initiatives.

Future research should explore the impact of digital technologies on developing systemic leadership competencies and examine the process of aligning preschool institutions with international educational standards. These studies will further contribute to

strengthening the role of directors within the modern educational landscape.

REFERENCES

1. Republic of Uzbekistan. (2019, December 16). On preschool education and upbringing (Law No. 595). <https://lex.uz>
2. Republic of Uzbekistan. (2020, September 23). On education (Law No. 637). <https://lex.uz>
3. Cabinet of Ministers of the Republic of Uzbekistan. (2021, June 30). On additional measures to improve the system of healthy nutrition in state preschool educational institutions (Resolution No. 407). <https://lex.uz>
4. Mirziyoyev, Sh. M. (2021). The Strategy of New Uzbekistan. Tashkent: Uzbekistan Publishing House.
5. Salimov, O., Qurbonboyev, Q., Bekmurodov, M., & Tangriyev, L. (2018). The Wisdom of Management. Tashkent: Gafur Ghulom Publishing House.
6. Khojdiyev, E. (2017). Legal foundations of public and state administration. Tashkent: Yangi Kitob.
7. Kholov, A. (2014). The responsibility of the leader in ensuring the implementation of management decisions. Tashkent: Academy.
8. Boymurodov, N. (2016). Leadership Psychology. Tashkent: New Century Generation.
9. Al-Farabi. (2004). The Virtuous City. Tashkent: National Encyclopedia of Uzbekistan, State Scientific Publishing House.
10. Abdullaeva, N. S. (2024, May 16). International cooperation in preschool education as a factor of improving education quality. Zenodo. <https://doi.org/10.5281/zenodo.11202345>
11. Abdullaeva, N. S. (2023, August 3). Improving mechanisms for enhancing the quality of education in preschool institutions based on a cluster approach [Doctoral dissertation in pedagogical sciences (DSc), Tashkent State University of Economics]. UZA. https://uza.uz/oz/posts/abdullayeva-nafisa-shavkatovnaning-pedagogika-fanlari-doktori-dsc-dissertatsiya-ishi-himoyasi-togrisida_504378