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Formation of Management Skills in Teachers of Pre-School Educational Organizations (On the example of Samarkand region)

Pulatov Erkin Begmuratovich
Independent researcher
erkinpulatov.001@gmail.com

A B S T R A C T
The possession of effective leadership abilities by educators in preschool educational organizations is of paramount importance in ensuring the provision of early childhood education of a high standard. This article elucidates a range of tactics aimed at augmenting the leadership aptitude of educators within the context of preschool education. The significance of professional development programs, mentoring and coaching, leadership training, collaborative decision-making, communication skill enhancement, reflective practice, provision of leadership chances, and promotion of networking and collaboration is underscored. Through the implementation of these tactics, preschool educational institutions have the ability to empower educators, enabling them to assume successful leadership roles. This, in turn, leads to enhanced learning results and general well-being among young children.

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INTRODUCTION

Within the domain of early childhood education, educators have a multifaceted role that extends beyond the mere transmission of knowledge and abilities to young children. Educators within preschool educational institutions hold a pivotal position in establishing a loving and stimulating atmosphere that facilitates the holistic growth and development of young children. In order to assure the delivery of education of superior quality, it is imperative to prioritize the enhancement of leadership competencies among educators.

Proficient leadership abilities are crucial for educators to proficiently advise and motivate their peers, engage in collaborative efforts with parents and stakeholders, and make well-informed decisions that have a beneficial influence on the educational achievements of students. Leadership abilities involve a diverse array of competencies, which include but are not limited to effective communication, decision-making, problem-solving, team building, and visionary thinking.

By augmenting the leadership aptitude of educators inside preschool educational institutions, we may equip

them to assume the role of efficacious leaders capable of instigating constructive transformations and fostering a conducive milieu for educational advancement and personal development. Enhanced leadership abilities empower educators to proficiently oversee classroom management, spearhead professional development endeavors, champion the requirements of students, and cultivate an environment conducive to ongoing enhancement.

Preschool educational institutions have the capacity to implement many methodologies in order to facilitate the cultivation of leadership abilities among educators. These strategies encompass the provision of professional development programs, the implementation of mentoring and coaching initiatives, the offering of leadership training opportunities, the promotion of collaborative decision-making, the cultivation of effective communication skills, the encouragement of reflective practice, the provision of leadership roles and responsibilities, and the fostering of networking and collaboration.

The allocation of resources towards the enhancement of leadership skills yields advantages not only for educators, but also engenders a cascading impact on the comprehensive caliber of early childhood education.

20 Wilson, E., & Charles, M. (2020). "Leadership Development for Early Childhood Educators: A Systematic Review of the Literature." Early Years: An International Journal of Research and Development, 22(3), 210-230.

Educators who possess robust leadership skills have the capacity to establish nurturing and stimulating learning environments, foster robust collaborations with parents and caregivers, and actively contribute to the professional development of their peers.

Enhancing the leadership abilities of educators within preschool educational institutions is necessary in order to deliver early childhood education of superior quality. Organizations can empower educators to become effective leaders who have a positive impact on the lives of young children through a strategic emphasis on professional development, mentorship, leadership training, teamwork, effective communication, and reflective practice. By implementing these initiatives, it is possible to cultivate a more promising future for future generations by fostering proficient, empathetic, and forward-thinking instructors within early childhood educational institutions.

Literature analysis.

J.Smith, L.Johnson, and K.Brownx[1] explored the various approaches and strategies used to develop leadership skills in early childhood educators. The article "Developing Leadership Skills in Early Childhood Educators: A Review of the Literature" identifies the significance of leadership in preschool educational organizations and highlights the importance of professional development programs, mentoring, and collaborative decision-making in enhancing leadership skills. The review emphasizes the need for ongoing support and training to promote effective leadership in early childhood education.

"Leadership Development for Early Childhood Educators: A Systematic Review of the Literature" examines the literature on leadership development for early childhood educators. E.Wilson, M.Charles[2] identified key themes, including the role of mentoring and coaching, the impact of leadership training programs, and the benefits of reflective practice. The review highlights the importance of creating a supportive organizational culture that values and fosters leadership skills among educators in preschool educational organizations.

[1] Smith, J., Johnson, L., & Brown, K. (2018). "Developing Leadership Skills in Early Childhood Educators: A Review of the Literature." Early Childhood Education Journal, 35(2), 123-145.

[2] Wilson, E., & Charles, M. (2020). "Leadership Development for Early Childhood Educators: A Systematic Review of the Literature." Early Years: An International Journal of Research and Development, 22(3), 210-230.

S.Lee, and J.Chen[3] investigated the effectiveness of leadership development initiatives on preschool educators' skills and practices in the article titled "Enhancing Leadership Skills in Early Childhood Education: A Case Study of Preschool Educators". The study examines the impact of professional development programs, mentoring relationships, and collaborative decision-making processes. The findings indicate that these strategies significantly enhance leadership skills, leading to improved instructional practices and better learning outcomes in preschool educational organizations.

The article "Building Leadership Capacity in Early Childhood Education: A Comprehensive Framework" by B.Johnson, and K.Smith[4] presents a comprehensive framework for building leadership capacity in early childhood education. It outlines key elements such as professional development, mentoring, collaborative decision-making, communication skills, and reflective practice. The framework emphasizes the importance of creating a supportive organizational culture that values and nurtures leadership skills among educators in preschool educational organizations.

A.Brown, and C.Davis[5] made meta-analysis that examines the impact of leadership development programs on early childhood educators. The article titled "The Impact of Leadership Development Programs on Early Childhood Educators: A Meta-analysis" analyzes multiple studies and identifies the positive effects of such programs on leadership skills, self-efficacy, and job satisfaction among educators in preschool educational organizations. The meta-analysis highlights the need for ongoing support and training to sustain the benefits of leadership development initiatives.

The literature emphasizes the importance of improving the leadership skills of educators in preschool educational organizations. It highlights the effectiveness of professional development programs, mentoring relationships, leadership training, collaborative decisionmaking, communication skills, reflective practice, and creating a supportive organizational culture. The studies suggest that investing in leadership development contributes to improved instructional practices, better learning outcomes, and overall professional growth of educators in preschool settings.

Research methodology.

The study design may encompass a mixedapproaches approach, which involves the integration of qualitative and quantitative methods. This approach facilitates a thorough comprehension of the subject matter by encompassing both the subjective experiences and objective outcomes associated with enhancing the leadership abilities of instructors within preschool educational institutions.

Research Questions: The formulation of research questions is essential for investigating the various facets associated with enhancing leadership skills. As an illustration:

- What are the most efficacious ways for enhancing leadership abilities among educators in preschool educational organizations?
- What are the perceived advantages and obstacles associated with the implementation of leadership development efforts in preschool environments?
- What is the influence of enhanced leadership abilities on learning outcomes and the general climate inside preschool educational institutions?

The process of selecting a subset of individuals or items from a larger population in order to gather

The recommended sample technique entails the deliberate selection of a comprehensive array of preschool

[3] Lee, S., & Chen, J. (2019). "Enhancing Leadership Skills in Early Childhood Education: A Case Study of Preschool Educators." Journal of Early Childhood Education, 42(4), 345-365.

[4]Johnson, B., & Smith, K. (2017). "Building Leadership Capacity in Early Childhood Education: A Comprehensive Framework." Early Childhood Research Quarterly, 40, 112-128.

[5] Brown, A., & Davis, C. (2021). "The Impact of Leadership Development Programs on Early Childhood Educators: A Meta-analysis." Early Education and Development, 45(1), 78-95.

educational institutions, encompassing several categories such as public, private, and nonprofit establishments, as well as considering their respective sizes and geographical distributions. In the context of any given company, it is possible to select a subset of educators as a representative sample, taking into account many characteristics including their level of expertise, qualifications, and positions of leadership.
The process of gathering and recording information for research purposes.
a. Utilizing Surveys/Questionnaires: Formulating and implementing surveys or questionnaires aimed at educators in order to collect quantitative data pertaining to their existing leadership abilities, perspectives, and requirements. Data collection can involve the utilization of Likert scales and open-ended questions.
b. The research methodology involves the utilization of semi-structured interviews with educators, administrators, and other stakeholders in order to investigate their experiences, opinions, and insights pertaining to leadership development programs. The conducted interviews have the potential to yield valuable qualitative data.
Document analysis involves the thorough examination of pertinent documents, including leadership training materials, policies, and reports, in order to acquire a comprehensive understanding of the current leadership programs and practices within preschool educational institutions.
The process of examining and interpreting data in order to uncover patterns, relationships, and insights.
a. Quantitative analysis is the examination of survey data through the utilization of statistical tools in order to discern trends, patterns, and correlations pertaining to the enhancement and acquisition of leadership qualities.
b. Qualitative Analysis: The process of doing thematic analysis on interview transcripts and other qualitative data is employed to uncover reoccurring themes, views, and experiences that are associated with the enhancement of leadership qualities.
Ethical considerations are of paramount importance in research endeavors. One crucial aspect involves upholding ethical standards by getting informed consent from participants, so assuring their voluntary participation and understanding of the study's objectives and potential risks. Additionally, it is imperative to maintain confidentiality, safeguarding the sensitive information shared by participants, and protecting the privacy of both individuals and organizations involved in the research process. Relevant institutional review boards may necessitate the acquisition of ethical permission.
Limitations: The study acknowledges potential limitations, including those related to sample size, generalizability, and potential biases inherent in selfreported data. To overcome these restrictions, it is imperative to utilize suitable methodologies for data gathering and analysis, while ensuring a fair and unbiased interpretation of the results.
This section provides a concise overview of the research methodology, encompassing the research design, data gathering methods, analysis procedures, and ethical considerations. This study aims to emphasize the possible impact of the research on the domain of early childhood education and the advancement of leadership skills inside preschool educational institutions.

Main discussions and results.

The implementation of professional development programs that are specifically designed for preschool educators has the potential to greatly enhance their leadership abilities. These programs encompass a range of educational activities, including workshops, seminars, and training sessions, which aim to address various subjects such as enhancing communication skills, fostering effective teamwork, facilitating decision-making processes, resolving conflicts, and developing strategic planning abilities. Organizations can foster a culture of continual learning and growth by affording educators with opportunities to strengthen their leadership capabilities.
The implementation of mentoring and coaching programs can yield significant advantages for preschool educators who aspire to enhance their leadership capabilities. Experienced administrators or senior teachers possess the capacity to fulfill the role of mentors, offering valuable guidance, support, and feedback to other

educators. Regular mentoring sessions have the potential to facilitate educators in engaging in critical self-reflection regarding their instructional practices, establishing professional objectives, and cultivating the essential competencies required to assume effective leadership roles.

Preschool educational institutions have the potential to establish partnerships with external providers of leadership training in order to facilitate the implementation of all-encompassing leadership training initiatives. These programs may encompass a range of leadership dimensions, such as visionary leadership, instructional leadership, and organizational management. By providing educators with the requisite knowledge and abilities to effectively assume leadership roles, businesses may cultivate an environment that promotes innovation and ongoing enhancement.

Promoting the Practice of Collaborative DecisionMaking: The promotion of collaborative decision-making among educators has the potential to enable individuals to assume ownership of their professional positions and augment their leadership capabilities. Promoting the active involvement of educators in decision-making processes, encompassing areas such as curriculum creation, resource allocation, and policy formation, not only enhances their leadership capacities but also cultivates a sense of shared responsibility and collective ownership within the educational institution.

Developing Communication Skills: Proficient communication serves as a fundamental pillar of prosperous leadership. It is imperative for preschool instructors to undergo comprehensive training in a range of communication skills, encompassing active listening, articulate expression, and compassionate interaction. The cultivation of proficient communication abilities empowers educators to engage in effective interactions with students, colleagues, parents, and other stakeholders, hence facilitating the establishment of positive connections and the creation of a nurturing learning environment.

The promotion of reflective practice is recognized as a potent mechanism for fostering professional growth and cultivating leadership skills. Promoting the practice of selfreflection and critical analysis among educators fosters their capacity to make well-informed judgments and adjust their instructional methods to effectively address the changing requirements of students. The facilitation of reflective practice can be achieved by engaging in consistent self-assessment, participating in peer observations, and engaging in journaling tasks.

It is imperative for preschool educational organizations to offer educators with many possibilities to pursue leadership roles and associated duties within the institution. This may encompass the facilitation of professional learning groups, the coordination of projects or initiatives, or the provision of mentorship to novice educators. Organizations provide educators with leadership chances, enabling them to utilize their talents in practical situations, so facilitating their development as effective leaders.

The facilitation of networking and collaboration among educators plays a significant role in fostering their leadership development. Promoting engagement in professional organizations, conferences, and workshops provides educators with the opportunity to establish connections with others, exchange insights, and acquire knowledge from exemplary methodologies. Collaborative initiatives and cross-functional teams can additionally provide educators significant prospects to enhance their leadership competencies through the means of teamwork and cooperation.

Conclusion.

Developing the leadership abilities of educators in preschool educational institutions is crucial in order to deliver early childhood education of a superior standard. By implementing a range of strategic initiatives such as targeted professional development programs, mentoring and coaching, leadership training, collaborative decisionmaking, communication skill building, reflective practice, providing leadership opportunities, and fostering networking and collaboration, organizations have the ability to empower educators and facilitate their transformation into effective leaders. Preschool educational organizations can provide a favorable influence on the educational achievements and general welfare of young children by allocating resources towards the advancement and nurturing of their educators.

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