



## CURRENT STATE AND PROBLEMS OF MANAGING PRESCHOOL EDUCATIONAL INSTITUTIONS BASED ON INNOVATIVE APPROACHES

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**Annotation:** *This article analyzes the current state and pressing issues of managing preschool educational institutions based on innovative approaches. It examines the implementation processes of modern management mechanisms in the preschool education system, the level of use of digital technologies, and existing shortcomings in the organization of the pedagogical process. In addition, the study highlights factors hindering the effective implementation of innovative management and explores ways to address them. The results of the article aim to improve the management system in preschool educational institutions and enhance the quality of education.*

**Key words:** *preschool education, innovative management, current state, problems, quality of education, pedagogical process, digital technologies, management, development, reforms.*

**Аннотация:** *В данной статье анализируется современное состояние и актуальные проблемы управления дошкольными образовательными организациями на основе инновационных подходов. Рассматриваются процессы внедрения современных управленческих механизмов в системе дошкольного образования, уровень использования цифровых технологий, а также существующие недостатки в организации педагогического процесса. Кроме того, освещаются факторы, препятствующие эффективной реализации инновационного управления, и пути их устранения. Результаты статьи направлены на совершенствование системы управления в дошкольных образовательных учреждениях и повышение качества образования.*

**Ключевые слова:** *дошкольное образование, инновационное управление, современное состояние, проблемы, качество образования, педагогический процесс, цифровые технологии, менеджмент, развитие, реформы.*



Efficiency in the development of innovative activity can be achieved through prior modeling of its organizational process. The model of managing innovative processes in preschool educational institutions describes the structure of the management subject, including specialists with clearly defined functional responsibilities who interact within the organization.

Heads of educational institutions should possess knowledge of modern management methods, be able to determine the direction of innovative models in the management process, continuously study scientific and technological advancements as well as advanced international experience, and apply them in management practice. They must also be able to eliminate emerging problems in working processes by applying appropriate concepts and methods depending on the situation, and make sound decisions based on a rational assessment of the existing conditions. These aspects are reflected in this paragraph.

The structural composition of the innovation process (Figure 1) includes: problems and the need for renewal; subjects; goals and objectives; content; methods; and results.

As can be seen from the figure, in organizing the innovation process and achieving the intended results, it is first necessary to study and analyze existing problems in the educational institution. In order to eliminate these problems, it is essential to define the required tasks and

goals. In addition, a number of methods are applied to obtain data on all indicators, such as pedagogical experimentation, questionnaires, document analysis, and others. The data obtained through these methods create opportunities to determine the practical significance of the developed innovative model.

The implementation of various models of managing innovative processes in educational institutions involves ensuring efficiency indicators such as management quality, interest in innovative activity, and readiness for innovation. It also includes the development of characteristics of the management subject, as well as the development of forms, tools, and methods for implementation such as experimental work, pedagogical analysis, mutual observation, mentorship systems, seminars, and consultations.

The involvement of pedagogical staff in the innovation process may depend either on an individual member's activity or on the entire team's participation. Evaluating the effectiveness of innovation implementation requires assessing its efficiency, which may include: the professional growth of the teaching staff; a stable and positive socio-psychological climate in the team; readiness for renewing educational and upbringing processes; improvement of scientific and methodological potential; increased quality of information exchange among teachers; and improved quality of student preparation for continuing



education at various stages of the education system.

In addition, the basis for teachers' participation in innovative activity is also important (for example, whether they consider their participation in institutional transformation and modernization necessary or not). It is also essential to analyze relationships within the team, as this provides information about the presence of a positive psychological climate in the pedagogical staff. Interpersonal relations within the team are characterized by indicators such as mutual assistance and support, trust and high mutual expectations, and free expression of opinions during discussions of team-related issues.

To ensure effective management of innovative processes in educational institutions, the following requirements are necessary:

1. Integration of the innovation management system with the existing education management system;
2. Ensuring a systematic approach to the integration of specialized educational programs;
3. Possession of flexible and development-oriented innovative activity models corresponding to the functions and structure of the management subject and object.

In general, the theoretical analysis of ensuring innovative activity in the management of educational institutions proves its objectivity. It also highlights the necessity of performing new tasks in accordance with modern requirements

based on the principles of continuous education development, differentiated approaches to learners according to their abilities and potential, and the introduction of advanced pedagogical and modern information technologies into the educational process.

In recent years, there has been a growing tendency to move away from all traditional forms of planning and to systematically study labor market demands in the development of new fields of knowledge and specialties, as well as in the formulation of state educational standards, state educational requirements, and curricula. Educational institutions have begun to compete for a higher share in the education market, placing significant emphasis on advertising activities, attracting highly qualified academic staff, establishing relevant educational programs and specialties, and creating favorable conditions for learners.

At the initial stages of education, such as preschool and secondary education, increasing attention is being paid to the knowledge and qualification levels of personnel. Educators are required to closely study the demands of parents and subsequent stages of education and adapt accordingly. Competition among preschool educational institutions has intensified, and compliance with government requirements has become a priority and has significantly developed.

The current state and problems of managing preschool educational



institutions based on innovative approaches are important issues in many countries worldwide. Innovations in education aim to introduce new technologies, improve communication between educators and learners, and enhance the educational process through information and communication technologies (ICT). Today, the problems of managing preschool education based on innovative approaches are closely related to these developments. They include issues such as how to effectively use the latest technologies in institutions, apply new methods, structure educational activities, and other related challenges. Other problems involve the need for strong commitment to innovation in management processes and the evaluation of its outcomes. Practical challenges include securing financial resources to support innovative approaches, ensuring adaptability of educators and administrators to innovation, and improving technical systems that support innovative management. To address these issues, it is necessary to monitor the quality of educators' activities and provide them with new knowledge related to innovation and professional practice.

The importance of developing the preschool education system remains a priority of the government, as reflected in the Resolution of the President of the Republic of Uzbekistan dated May 8, 2019, "On Approval of the Concept for the Development of the Preschool Education System of the Republic of

Uzbekistan until 2030." This Concept includes the following priority directions:

- further improvement of the regulatory and legal framework in the field of preschool education;

- creating conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool-aged children;

- increasing coverage of children with quality preschool education, ensuring equal access, and developing public-private partnerships in this field;

- introducing innovations, advanced pedagogical methods, and information and communication technologies into the preschool education system;

- improving the management system of preschool education and ensuring transparency and efficiency in financing preschool institutions;

- introducing fundamentally new approaches to the training, retraining, certification, and professional development of preschool education personnel;

- ensuring healthy and balanced nutrition and high-quality medical care for children in preschool institutions.

The above-mentioned priority directions and related measures are aimed at raising a healthy and well-rounded generation and demonstrate that preschool education is based on a learner-centered and humanistic approach. Furthermore, the Concept provides detailed implementation timelines through a "Roadmap," as well as indicators for evaluating completed



activities. It can be confidently stated that the management mechanism of the preschool education system in our country is based on human-centered and humanistic principles, which creates a strong foundation for the formation of a well-rounded and competent young generation.

Although educational management activity emerged simultaneously with the educational process itself, it became the object of theory and research only in the 1980s. The term “educational management” has gradually expanded in its meaning over time, and today it would be incorrect to limit the concept only to the educational process. Educational management is currently considered an activity that has a significant impact on the rapid development of the economy, meaning that through the management of the educational process and the education system, it influences all spheres of the economy.

The attention paid by the government to preschool education positively affects the upbringing of a well-rounded generation, ensuring their access to quality education and upbringing, caring for the health of children in preschool institutions, and the use of modern innovative and information-communication technologies. As a result, opportunities for all preschool-aged children to receive quality

education and upbringing are expanding, and through individualized approaches, their abilities, interests, and talents are being further developed.

In conclusion, managing preschool educational institutions based on innovative approaches is one of the most relevant directions in today’s education system. The analysis shows that in recent years, certain positive changes have been implemented in preschool institutions, including the introduction of modern management principles, the use of digital technologies, and the improvement of pedagogical processes. However, there are still several challenges in this field, including insufficient material and technical resources, a lack of knowledge and skills in innovative management among some administrators and educators, and a low level of full utilization of digital technologies.

Eliminating these problems is an important condition for improving the quality of preschool education and enhancing the management system. Therefore, it is necessary to develop the professional competencies of managerial staff, widely implement modern management methods, and apply innovative technologies in practice. In the future, continuing systematic reforms in this direction will contribute to increasing the effectiveness of preschool educational institutions.

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