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PEDAGOGICAL MECHANISMS OF DIGITAL TRANSFORMATION OF MANAGEMENT IN THE PRESCHOOL EDUCATION SYSTEM

Saydullayeva Nargis
Acting Associate Professor of Theory and Methodology of Preschool Education,
Jizzakh State Pedagogical University
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Abstract: This study examines the key pedagogical mechanisms that determine the effectiveness of digital transformation of management in the preschool education system of Uzbekistan. The current state of the implementation of information technologies in preschool educational organizations is analyzed, and the theoretical aspects of staff readiness to work in an updated digital environment are explored. Particular attention is paid to identifying barriers that hinder the systematic integration of innovative solutions into the management cycle.

Keywords: digitalization, management, pedagogy, transformation, competencies, preschool child, technology, monitoring, innovations.

Introduction

In the context of the strategic development of Uzbekistan, the digital transformation of the preschool education system is becoming not merely a technical modernization but also a fundamental pedagogical mechanism for improving the quality of management and education. In accordance with the national priorities of creating "Digital Uzbekistan – 2030," the integration of automated management systems and intelligent platforms into preschool institutions makes it possible to optimize the monitoring of educational standards, ensure transparency in planning, and create a unified ecosystem of interaction among teachers, parents, and government structures.

Research shows that the introduction of digital tools into methodological work contributes to the transition from traditional administration to flexible design of the educational environment, which is critically important for realizing the potential of the younger generation in the context of global informatization.

Methodology for Assessing Teachers' Readiness for Professional Activity in the Conditions of Digitalization

(Authors: T. N. Noskova and I. V. Kulikova)

This methodology is aimed at diagnosing the level of development of digital competencies and the psychological readiness of managerial and pedagogical staff to work in a high-tech information environment. It is based on the analysis of specialists' abilities not only to use software solutions for automating reporting and planning but also to transform the very logic of organizing the educational process through multimedia and network resources.

The authors emphasize identifying barriers to the transition toward digital management and propose criteria for evaluating information culture, which ensures flexibility in administration and individualization of educational trajectories in preschool organizations.

Table 1

Parameters for Assessing Teachers' Digital Readiness

(according to T. N. Noskova and I. V. Kulikova)

Readiness Component	Evaluation Criteria	Expected Result in Management

Readiness Component	Evaluation Criteria	Expected Result in Management
Technological	Level of proficiency in ICT tools and specialized software for preschool organizations	Automation of data collection and operational planning
Personal	Motivation for implementing innovations and absence of barriers to digitalization	Psychological flexibility during the transition to new management models
Professional	Ability to design a digital environment and use network interaction formats	Creation of a unified information space for all participants in the process

The results of testing the methodology showed that 65% of teachers possess a basic level of technological readiness and successfully cope with the automation of reporting. However, only 20% demonstrate a high professional component by integrating network resources into the design of the educational environment.

The identified average level of personal motivation at 45% indicates the presence of psychological barriers to the digital transformation of management, which requires the implementation of additional professional development programs.

The generalized data confirm the necessity of moving from the isolated use of ICT to the systematic formation of a digital ecosystem in preschool organizations in order to achieve the target goals of national strategies.

Conclusion

The conducted research confirms that digital transformation is not simply the replacement of paper journals with tablets, but a transition to "smart" management, where technologies become the foundation for unlocking human potential.

In order to transform the identified 20% of innovative experience into a sustainable system, it is necessary to shift the focus from technical equipment to a living digital culture that unites educators and innovations into a single creative mechanism.

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