

ORGANIZATIONAL AND MANAGEMENT MECHANISMS OF PROFESSIONAL TRAINING PROCESSES FOR PRESCHOOL EDUCATORS**Nazirova Guzal Malikovna**

Professor, Doctor of Pedagogical Sciences (DSc)

Kokand State University

E-mail: guzalnazirova1@gmail.com

Abstract

This study investigates the improvement of organizational and management mechanisms in the professional training of future preschool educators within the context of contemporary educational paradigm shifts. The research identifies key deficiencies in existing training models, including insufficient goal specification, lack of systemic integration, and limited alignment with future educational needs. A reflective and competency-based training model was developed and implemented through pedagogical experimentation. The findings demonstrate that integrating reflective learning and practice-oriented approaches significantly enhances students' professional competencies. Statistical analysis confirms the effectiveness of the proposed methodology, indicating a 14.73% increase in training outcomes. The results highlight the importance of innovative and systematic approaches in improving the quality of preschool teacher education.

Keywords: preschool education, professional training, preschool educator, educational management, competency-based approach, reflective learning, pedagogical innovation, professional competence, teacher training, educational effectiveness

Introduction. The transformation of the educational paradigm has significantly influenced all components of modern education systems. In particular, the shift from traditional to innovative educational models has redefined the role of education as a social institution responsible for integrating younger generations into society through the transmission of knowledge, cultural values, and competencies.

Within this context, the professional training of preschool educators has become a critical issue. Modern preschool education systems require highly qualified specialists capable of adapting to changing social and educational demands. However, analysis of existing training programs reveals several shortcomings, including poorly defined objectives, lack of coherence in implementation, and insufficient alignment with available resources and future needs.

Therefore, improving the organizational and management mechanisms of professional training processes is essential. This study aims to develop and validate effective approaches that enhance the quality of training for future preschool educators.

Methods. This research employed a mixed methodological approach combining theoretical analysis and empirical investigation.

Research Design

The study was conducted using a pedagogical experimental design involving control and experimental groups of students in higher education institutions.

Methods Applied

- Theoretical analysis of pedagogical and methodological literature;
- Observation of educational processes and student activities;
- Development and implementation of a reflective training program;
- Comparative analysis of training outcomes;
- Statistical analysis using the chi-square (χ^2) test.

Sample

The study involved 320 students from higher education institutions, including Namangan State University, Gulistan State University, Jizzakh State Pedagogical University, and Kokand

State Pedagogical Institute. Among them, 157 students were in the control group and 163 in the experimental group.

Intervention

A reflective educational program was implemented, consisting of three stages:

1. Development of self-awareness and personal reflection;
2. Formation of professional identity and communication skills;
3. Enhancement of professional activity through self-evaluation and practice.

Additionally, a four-stage model for professional development was introduced:

- familiarization with best practices;
- development of individual pedagogical approaches;
- independent implementation;
- reflective analysis of outcomes.

Results. The results of the study indicate significant improvements in students' professional competencies following the implementation of the reflective training model.

Development of Professional Skills

Students in the experimental group demonstrated higher levels of:

- reflective thinking;
- independent pedagogical decision-making;
- professional self-awareness;
- practical teaching competence.

Quantitative Findings

Statistical analysis using the chi-square (χ^2) test confirmed the effectiveness of the intervention. The value obtained ($\chi^2 = 29.46$) exceeded critical values at both 95% (5.99) and 99% (9.21) confidence levels, indicating statistically significant differences between control and experimental groups.

The experimental group showed a **14.73% increase** in overall learning outcomes compared to the control group.

Competency Development. The proportion of students demonstrating high and medium levels of competency significantly increased in the experimental group, while the proportion of low-level performance decreased substantially.

Discussion. The findings confirm that traditional approaches to teacher training are insufficient to meet modern educational demands. The lack of integration between theory and practice, as well as limited emphasis on reflective learning, reduces the effectiveness of professional preparation.

The implementation of a reflective and competency-based model proved to be highly effective. Reflection plays a key role in developing self-awareness, professional identity, and the ability to adapt to complex pedagogical situations. These findings align with contemporary educational theories emphasizing learner-centered and practice-oriented approaches.

Moreover, the creation of an innovative educational environment that encourages experimentation, creativity, and self-development is essential for preparing future educators. The study demonstrates that structured pedagogical conditions and systematic training significantly enhance professional readiness.

Conclusion. The study concludes that improving organizational and management mechanisms in the professional training of preschool educators is essential for enhancing educational quality. The integration of reflective learning, competency-based approaches, and practical experience leads to significant improvements in professional competencies.

The proposed methodology has proven effective and can be recommended for broader implementation in higher education institutions. It contributes to the preparation of highly qualified, adaptable, and innovative preschool educators capable of meeting modern educational challenges.

References

1. President of the Republic of Uzbekistan. (2019). *Concept for the Development of the Preschool Education System until 2030*. Tashkent.
2. Oliy Majlis of the Republic of Uzbekistan. (2019). *Law on Preschool Education and Upbringing*.
3. President of the Republic of Uzbekistan. (2022). *Development Strategy for 2022–2026*.
4. OECD. (2020). *Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education*. Paris.
5. NAEYC. (2020). *Professional Standards and Competencies for Early Childhood Educators*. Washington, DC.
6. Mamatqulov, A., & Xo'jayev, B. (2021). *Methods of Physical Education in Preschool Education*. Tashkent.
7. Abduqodirov, A., & Ishmuhamedov, R. (2020). *Innovative Technologies in Education*. Tashkent.
8. Xoliqov, A. (2019). *Pedagogical Mastery*. Tashkent.
9. To'raqulov, X. (2020). *Methodology of Pedagogical Research*. Tashkent.
10. Qodirova, F. (2018). *Preschool Pedagogy*. Tashkent.
11. Ishmuhamedov, R., & Yuldashev, M. (2019). *Modern Pedagogical Technologies in Education*. Tashkent.
12. UNESCO. (2021). *Early Childhood Care and Education: Global Report*.