

Factors Influencing The Formation and Development of Professional Competence among Preschool Education Directors

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Abstract:

This article provides a theoretical analysis of the role of international best practices in the development of professional competence among preschool education organization directors. The study examines leadership competencies, curriculum development processes, effective community engagement, and the integration of technologies through a comprehensive approach. Based on international experience, the impact of transformational leadership, mentorship, and collaboration mechanisms on directors' professional activities is revealed. Furthermore, the article proposes a model for assessing the professional competence of preschool education directors, highlighting its role in enhancing leadership effectiveness, improving the quality of education, and supporting the holistic development of children.

Keywords: Preschool Education, Director Competence, Professional Development, International Best Practices, Leadership Competencies, Transformational Leadership, Curriculum Development, Community Engagement, Digital Technologies, Quality of Education

Introduction

In recent years, the importance of international best practices has been steadily increasing against the backdrop of ongoing changes and emerging demands in the field of preschool education. The role of preschool education organization directors is crucial in determining the quality of early childhood education. Their responsibilities include managing teams, developing effective curricula, and establishing active collaboration with the community [1]. Effective leadership is particularly important, as directors define the developmental direction of educational institutions and directly influence the overall learning environment. They guide educators, support professional development, and foster an atmosphere that encourages collaboration and innovation [2].

In addition, directors must not only possess strong leadership skills but also be sufficiently competent in curriculum development. They are responsible for designing engaging and effective curricula that align with both local and international standards, while taking into account the age and developmental characteristics of children. Furthermore, community engagement strategies are among the key factors contributing to the success of preschool education. Directors should establish strong relationships with families, local organizations, and community representatives. Involving parents in children's educational processes and collaborating with community resources enhances the quality of education and ensures positive outcomes for children. International best practices serve as an important guideline for directors in effectively working with communities and building productive partnerships [3].

Overall, as the preschool education system continues to evolve, it is essential to continuously improve the professional competence of directors. The use of international best practices enables them to develop necessary leadership skills, design effective curricula, and strengthen community relationships. This is significant not only for the directors themselves but also for the success of the institutions they manage and, most importantly, for the development of the children under their care [4].

Literature Results

Leadership skills play a decisive role in the effectiveness of preschool education organization directors. According to research conducted by Toshboyeva, directors play an important role in developing leadership competencies among educators within their institutions. The findings indicate that when directors demonstrate strong leadership behaviors, it encourages teachers and staff to further develop their own skills. Moreover, directors who support teamwork and shared decision-making create a positive environment that contributes to improved educational quality. By fostering a culture of collaboration, directors motivate educators, which ultimately benefits children [5].

Materials and Methods

This study employed a qualitative research design to examine leadership practices among preschool education directors. Data were collected through semi-structured interviews with preschool directors and educators. Additionally, document analysis was conducted to support the findings. The collected data were analyzed using thematic analysis to identify key patterns related to leadership skills, curriculum development, and community engagement.

Results and Discussion

Research confirms that such programs improve leadership effectiveness and have a positive impact on the entire education system. Integrating global approaches into leadership training is of great importance for the development of professional capacity among preschool education organization directors [6]. The advanced experiences of different countries include various leadership styles and strategies, which can be adapted to local contexts. For instance, transformational leadership is widely applied in some international programs. According to this approach, a leader inspires the team, sets clear goals and vision, and encourages innovative thinking. This, in turn, strengthens employees' sense of responsibility and enhances their motivation and creativity [7]. Toshboyeva's research also emphasizes the necessity of active involvement of preschool education leaders in continuous professional development, particularly highlighting the importance of forming

leadership competencies. In addition, the process of developing an effective curriculum also involves taking into account the feedback and opinions of parents, educators, and local community representatives. International best practices highlight the active participation of stakeholders as a key factor in curriculum development. When directors rely on community input, they gain diverse perspectives that are both meaningful and practically significant for decision-making, enabling them to adapt the curriculum to local needs and values. Ismail et al. (2026) emphasize that active community engagement not only enriches the educational process but also fosters strong collaboration with families. This, in turn, contributes to creating a more stable and supportive environment for children [8].

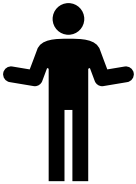
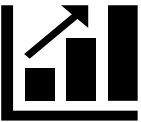

Collaboration is recognized as an important best practice in supporting the professional development of preschool education leaders. Such approaches create a favorable environment for experience sharing, mutual learning, and the development of professional competencies among directors. According to Zулhaydarovich, a collaboration-based approach enables leaders to engage in in-depth analytical discussions regarding their challenges and achievements [9]. This process enhances their leadership competence and overall professional capacity. Moreover, collaboration is not limited to internal interactions but also includes relationships with other educational institutions and community organizations. Through this, directors gain opportunities to learn from global experiences and apply them in their own practice. As a result, diversity and inclusive approaches in educational programs are strengthened. When directors actively engage with the community, not only is the positive image of the institution improved, but staff retention also becomes more effective. This contributes to the stability of educational quality.

Williams presents several best practices that preschool education directors can use to strengthen community collaboration. One of the key strategies is establishing partnerships with local organizations and business entities. For example, organizing joint learning programs or family events increases the visibility of preschool institutions within the community and strengthens their participation in social life [10]. Such cooperation is beneficial for both parties: schools gain resources and support, while local businesses have the opportunity to contribute positively to the community. Williams (2026) emphasizes that when the community is well-informed about the activities of preschool education institutions, they are more likely to become actively involved in and support the educational process. In addition, involving parents in decision-making processes is also considered important. When parents and community members feel that their opinions are taken into account, their sense of belonging and responsibility toward the preschool institution increases. According to Williams (2026), such collaboration strengthens trust between preschool institutions and the community and contributes to improved educational outcomes for children. Furthermore, the integration of technology in preschool education has become an important factor in the development of modern leadership and curriculum design. Cohen's research examines the potential role of artificial intelligence (AI) in early childhood education. According to Cohen, AI can significantly support preschool education directors in improving the learning process for children. Through artificial intelligence, it becomes possible to individualize education by organizing learning activities that are tailored to each child's needs. This, in turn, enables children to learn at their own pace and receive the necessary support when required [11].

Directors can also use technology to develop their leadership capabilities. AI tools help analyze the strengths and weaknesses of teaching staff. By processing data on classroom outcomes and student development, these tools identify areas that require improvement. Based on this information,

directors can propose targeted professional development programs for teachers. In addition, technology also contributes to improving communication with the community [12]. Through AI-based platforms, directors can establish fast and effective communication with parents. These platforms enable the exchange of updates, children’s activities, and parental feedback. Overall, Cohen’s (2026) study highlights the importance of using technology in preschool education. AI and other digital tools enhance directors’ leadership capacity, support curriculum development, and strengthen community engagement. This creates a more effective and flexible educational environment. When these factors operate in harmony within preschool education institutions, leadership effectiveness increases, educational quality improves, and a sustainable learning environment focused on children’s development is established [13].

Table 1. Model of Factors Contributing to the Development of Professional Competence of Preschool Education Organization Directors

Leadership factor	Description (content)	Direction of impact	Expected outcomes (indicators)
 The leader’s active participation	The leader defines the quality policy, makes timely decisions, and directs employees toward a common goal.	Strategic management and organizational coordination.	Decision-making efficiency increases, and the team’s confidence is strengthened. The quality indicators of the
 Continuous Improvement	Continuous improvement of quality through systematic analysis, identification of problems, and planning of renewal.	Pedagogical process and organizational management.	educational process will improve, and innovations will be introduced.
 Employee participation	Teachers and support staff will be actively involved in the quality process, and a system for submitting suggestions will be established.	Support for internal motivation and initiative.	Employees’ responsibility will increase, and team spirit will be strengthened.



Teaching
and professional
development

Regular professional development, training sessions, and courses will be organized for managerial staff.

Human resource development and quality improvement.

The proportion of qualified teachers will increase, and innovative approaches will expand.



Communication and communication system.

The administration will establish effective information exchange with staff, parents, and higher-level organizations.

Strengthening vertical and horizontal communication.

Transparency, trust, and coordination within the organization will increase.



Development of teamwork.

Management will support collaboration among staff, exchange of ideas, and a system of joint decision-making.

Development of organizational culture and leadership.

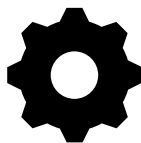
Team cohesion will increase, and the ability to resolve problems quickly will improve. The quality indicators of children's development will improve, and the organization's reputation will increase. Data analysis will improve, and the speed of management will increase.



Collaboration with parents and the community

The administration will involve parents in the educational process and create an environment of open communication.

Social partnership and feedback system.



Introduction of digital technologies

The administration will improve management and monitoring based on information and communication technologies.

Innovative management and analytical approach.

This model expresses the professional competence of leadership in preschool education organizations through eight key factors. Each factor contributes to improving the quality of education, strengthening the team environment, enhancing the pedagogical process, and positively

influencing children's development. The coherent implementation of these factors by leaders ensures the successful functioning of the education system [14][15].

Conclusion

In conclusion, the mentioned factors and the integration of international best practices into the preschool education system develops directors' competencies in leadership, curriculum development, and cooperation with the community. This, in turn, improves the quality of education and creates a more effective and development-oriented learning environment for children.

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