

FORMATION OF ECONOMIC COMPETENCE OF PRESCHOOL EDUCATION LEADERS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT: INTERPRETATION OF PROBLEMS AND SOLUTIONS

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Abstract

The economic competence of leaders within preschool education organizations is pivotal for the efficient management and sustainability of early childhood education institutions. This paper explores strategies to enhance the economic competence of preschool education organization leaders through professional development programs.

Key strategies include financial management workshops focusing on budgeting, resource allocation, and financial planning tailored to the specific needs of preschool education organizations. Additionally, leaders should be educated on understanding various funding sources, cost management, revenue generation, and data analysis skills.

Legal and regulatory compliance, strategic planning, and networking opportunities are also essential components of professional development programs aimed at enhancing economic competence. By implementing these strategies, preschool education organization leaders can build the necessary economic competence to ensure the financial sustainability and success of their institutions.

Keywords: Financial Management, Budgeting, Resource Allocation, Funding Sources, Government Grants, Private Funding, Tuition Fees, Cost Management, Revenue Generation, Fundraising, Fee Structuring, Partnerships, Data Analysis, Financial Data, Trends Analysis, Forecasting, Financial Sustainability.

Introduction

In the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, the task of "...filling preschool educational institutions with modern teaching-methodical materials and fiction literature, attracting qualified pedagogues and management personnel to the field" is defined. It is important to achieve the expected results by increasing the professional competence of the leading personnel, creating favorable conditions for improving the content of education, expanding the types and forms of training and ensuring their interrelationship. This research work serves to a certain extent in the implementation of the above tasks.



The economic competence of leaders in preschool education organizations is essential for the effective management and sustainability of early childhood education institutions. As leaders in this field, they are responsible for ensuring that their organizations operate efficiently, make sound financial decisions, and allocate resources effectively to provide high-quality education and care for young children. However, many leaders in preschool education may not have a background in economics or finance, making it essential to provide them with targeted professional development opportunities to build their economic competence.

In this paper, we will explore strategies for building the economic competence of preschool education organization leaders as part of their professional development. We will discuss various areas of economic competence, including financial management, understanding funding sources, cost management, revenue generation, data analysis, legal and regulatory compliance, strategic planning, and networking. By focusing on these areas, we can empower preschool education organization leaders to make informed financial decisions, ensure the financial sustainability of their institutions, and ultimately, provide high-quality education and care for young children.

Literature Review:

Anderson highlights the importance of developing financial management skills among nonprofit leaders, including those in preschool education organizations. The article suggests practical strategies for enhancing financial literacy and management abilities. [1]

Manning and Brown explore the specific leadership and management development needs of early childhood education leaders. The study emphasizes the importance of including economic competence development in professional development programs. [2]

Pinto and Uitto examine the financial literacy knowledge and budgeting practices of early childhood education directors. The study identifies areas for improvement and highlights the importance of financial literacy in effective organizational management. [3]

Reiman discusses the role of fundraising as a revenue source for public pre-K programs. The article provides insights into effective fundraising strategies and their impact on the financial sustainability of early childhood education organizations. [4]

Ritchie and Genoni explore the professional development needs of early childhood education leaders, including the importance of networking and collaboration. The study emphasizes the role of peer learning and support in enhancing economic competence. [5]

Adams investigates the impact of federal policy on state early childhood education leaders' financing decisions. The study highlights the importance of understanding policy and regulatory frameworks in effective financial management. [6]

By synthesizing insights from these studies, early childhood education stakeholders can develop more effective professional development programs aimed at enhancing the economic competence of preschool education organization leaders. These programs can contribute to the financial sustainability and success of early childhood education institutions.



Research Methodology

Theoretical (analytical-synthetic, comparative-comparison, analogy), diagnostic (surveys, testing, observation, designed methods), prognostic (expert assessment, generalization of independent assessments), pedagogical experiment and mathematical-statistical methods were used in the research.

Analyzes and Results

Building the economic competence of preschool education organization leaders through professional development programs involves a systematic approach that includes analysis, implementation, and evaluation. Here's how such a program could be structured:

1. Needs Assessment:

- Conduct a comprehensive needs assessment to identify the specific economic competencies required by preschool education organization leaders.
 - Identify the existing skill gaps and challenges faced by leaders in managing the financial aspects of their organizations.

2. Curriculum Development:

- Develop a curriculum that addresses the identified needs and challenges.
- Include modules on financial management, budgeting, resource allocation, revenue generation, cost management, data analysis, and legal and regulatory compliance.

3. Implementation:

- Deliver the professional development program through a combination of workshops, seminars, online courses, and hands-on training sessions.
- Ensure that the program is interactive, engaging, and tailored to the needs of preschool education organization leaders.

4. Monitoring and Support:

- Provide ongoing support and mentoring to participants throughout the program.
- Monitor participants' progress and provide additional support and guidance as needed.

5. Evaluation:

- Evaluate the effectiveness of the professional development program using both quantitative and qualitative methods.
- Measure changes in participants' knowledge, skills, and confidence in managing the financial aspects of their organizations.
- Collect feedback from participants to identify areas for improvement and refinement.

6. Results and Impact:

- Analyze the results of the professional development program to assess its impact on participants and their organizations.



- Measure improvements in financial management practices, budgeting accuracy, resource allocation efficiency, and revenue generation.
- Assess the overall impact of the program on the financial sustainability and success of preschool education organizations.

Taking individual growth as the main result of the formation of economy and competence in the process of professional development, we consider it optimal to distinguish four levels of criteria failure:

- non-estate degree;
- salary level;
- advanced level;
- the level of uetakshi.

In our opinion, it is better to include the formation of the leader's economic competence to a certain level by the characteristics (types) of the economic problems and issues that he can independently handle at that level.

Inadequate level of vision of the leader is reflected in his inability to solve standard economic problems. The basic level describes the manager's ability to solve standard economic problems at a reproducible level, and the advanced level describes the ability to solve both standard and non-standard problems.

In the existing psychological-edagogical practice, knowledge, skills and abilities, as well as the qualitative characteristics of the person, are evaluated quantitatively in the context of test methods. In particular, it is necessary to use complex methods such as an assessment center to assess and diagnose a complex phenomenon such as economic and commercial fraud.

Assessment-center is a comprehensive assessment method based on the use of a system of complementary methods, which are focused on real behavior, taking into account the specificities of the positions being evaluated and their requirements.

Due to the fact that the field of the leader's professional activity is complex and blind-sided, it is not possible to measure his economy and competence completely reliably. However, we believe that the head of the educational organization that we have highlighted will be able to solve the above-mentioned problems regarding the levels, criteria and indicators of the formation of economy and competence, and to evaluate the quality of training and training of leading personnel in the system of professional development. allows for positive communication.

Table 1. Criteria and indications for evaluating the economic competence of the head of the Maktabgasha educational organization

Criteria	Indicators	Assessment methodology
Knowledgeable - acquisition of economic and legal knowledge	Knowing the concepts, terms, and definitions that form the basis of activity: the awareness, systematicity, and completeness of the use of modern economic concepts and moral-legal principles.	Complex of diagnostic and educational methods (test, analysis of documents, interview)
Active - acquiring relevant skills	Skills: goal setting (problem definition, operational goal setting and division into tasks), analysis and planning of	Rortfolio, case-analysis, special study of activity.

	real economic situations, working with law and documents	
Motivational - the formation of a valuable orientation to economic activity	Adoption of the market economy (partnership/competition/cooperation/confrontation orientation), agreement of economic and social goals (reasonable need for the positive and economic development of the educational organization), seeking a higher level of economic competence (interest in increasing the level of economic competence , realizing it)	Interview, self-analysis
Personality is the formation of personal qualities	To understand that economics is one of the most important professions and values of commercialism, to assess one's own possibilities accordingly.	Extra evaluation

Therefore, in the course of the conducted theoretical analysis, based on the rules defined in relation to the concepts of "competition" and "competition", we identified the following in order to clarify their meaning and determine the content of the economic and comprehensibility of the head of the educational organization:

1) the concepts of "competition" and "competition" are mutually exclusive concepts: we distinguish the concepts of "competition" and "competition" from a psychological-edagogical point of view as general and individual. we understand;

2) The professional competence of the leader is characterized by a set of competences, which are based on theories and concepts acquired in various fields of activity, experience gained; positive intellectual, willful, self-development, ability to interact with other people, groups, communities; the presence of motives to violate the rights and interests of a person in the management activity; determined by personal attitude to the activity; The economic competence of the head of the educational organization is determined by the characteristics of his professional activity, and the material, socio-economic and personally important product - the theory (economic knowledge), practice of this activity, which plays a role in the sustainable activity of the educational organization. (business activity experiences) and demonstrates the integrity of motivational ability and ability. We consider it as a structural component of the professional competence of the head of an educational organization, which provides the ability to effectively solve economic issues of various complexity; "Economy and competence of the head of an educational organization" is an integral quality of a person, which is regulated by the values and motives that prevail in the person, to ensure the stable activity of the educational organization, and to provide the objects of activity in the process of continuous personal improvement.

In the structure of economic and commercial responsibility of the head of the educational organization, three of the commercial companies are marketing; entrepreneurship and economic-legal competences are distinguished, they are educated, active, motivated and successful through personal competences.

The goal of monitoring the development of the manager's economic competence in the process of professional development, the growth of leadership skills, the evaluation of the effectiveness of the educational process of professional development, the prevention of negative structures



of the professional skills of the leader, and the promotion of the formation of educational needs on a regular basis with the necessary information was defined as the systematic provision of the subject of professional development.

Since the goal of professional development is positive changes in the professional skills of the leader, and efficiency is evaluated based on the individual growth of the leader's economy and competence, the diagnostic object is the head of the educational organization, and the subject is his economy and competence level.

Sample Results:

- Increased understanding of financial management principles and practices among preschool education organization leaders.
 - Improved ability to develop and manage budgets effectively.
 - Enhanced skills in resource allocation and cost management.
 - Increased revenue generation through improved fundraising and partnership development.
 - Greater compliance with legal and regulatory requirements.
 - Enhanced strategic planning and decision-making capabilities.
 - Improved financial sustainability and long-term success of preschool education organizations.
- By following this systematic approach, preschool education organization leaders can develop the economic competence needed to effectively manage the financial aspects of their organizations and ensure their long-term success and sustainability.

From a blind point of view, when choosing diagnostics, we focused on methods developed in the field of corporate management, recruitment and business education.

The model of the assessment center (employee evaluation center) was chosen primarily based on the fact that the best and fastest way to pre-evaluate a real employee is based on the imagination of observing how he performs tasks similar to the position he occupies. The method was first used in 1915 in Germany; only in the 80s it became common in Uevrora and Uaroniua; it is currently one of the primary tools used in employee evaluation.

Assessment - the center - is a comprehensive method of determining the necessary qualities of a candidate for a specific job (position), applying a number of diagnostic procedures to him and observing his behavior in situations that model professional activity.

Demonstration of the most important skills of the leader from the point of view of economy and commerciality was modeled in tests, business games, and exercises; Through observation, it was found that the real level of economic and commercial interests corresponds to the ideal model. It is important to note that the used methods take into account the uniqueness of the position of the leader, the type of educational organization and, accordingly, allow to determine their suitability for a certain job. The complexity of the observer is related to the duality of his role: teaching and research. This requires exceptional skills from situational teaching, including demonstrating the ability to be objective in assessment. The use of a variety of complementary foods increased the objectivity of the assessment.

The students of the training courses came to the Uuzu as the subjects of performing various diagnostic procedures. The interpretation of the intended results by the leaders themselves was based on the principle: "Your shortcomings are the continuation of your virtues."



There are five types of activities in the typical assessment center: exercises such as "paper basket", discussions on solving professional problems, free group discussions, interviews on assessment, demonstration of public speaking skills. Focusing on recommended practices, we have created our own "leadership assessment center" through adaptation.

Activities such as "paper basket" used in the educational modules (courses) of "Management Decision Making" and "Economic Law" consisted of situational exercises with documents and business documents. The leaders were invited to "work out" these documents during the specified time.

Public speaking skills were demonstrated by the leaders in game styles and in the exercises of classical seminars.

In addition, it is possible to create a resume at the "assessment center", test personal characteristics (tests: "Effectiveness of leadership", "Ineffective leader", "What motivates you", "Motivation for success", "Hands on failure" We have added "motivation of failure" "Awareness of risk"; method of incomplete proposals).

In the first step, we used these resumes to determine the motivational structure and part, to assess the manager's personality, skills and qualities, the level of demand and satisfaction with the current situation, and also provided information about the individual elements of the current economy and competencies. . In the experimental groups, resumes were compiled twice (at the beginning and at the end of training) and conclusions about the effectiveness of training, personal growth were based on this.

The simplicity of the method (easiness of transfer, processing; saving time, etc.) allowed the training to get an initial impression of the trainees very quickly and the leaders themselves to realize the level of skill and growth.

Conclusions and Recommendations:

Building the economic competence of preschool education organization leaders is essential for the sustainability and success of early childhood education institutions. In the process of professional development, it is crucial to equip leaders with the necessary skills and knowledge to effectively manage the financial aspects of their organizations.

Recommendations:

1. Tailored Training Programs: Develop tailored training programs that address the specific financial challenges faced by preschool education organizations. These programs should cover topics such as budgeting, financial planning, resource allocation, and revenue generation.
2. Hands-On Workshops: Offer hands-on workshops where leaders can practice financial management skills in a supportive environment. These workshops should include case studies, group discussions, and practical exercises.
3. Mentorship and Coaching: Provide ongoing mentorship and coaching to support leaders in applying their financial management skills in real-world situations. This could involve pairing them with experienced mentors who can provide guidance and support.
4. Access to Resources: Ensure that leaders have access to resources such as financial management tools, templates, and guides that can help them effectively manage their organizations' finances.



5. Networking Opportunities: Facilitate networking opportunities where leaders can connect with peers and experts in the field of early childhood education finance. This can help them learn from others' experiences and stay up-to-date on best practices.

6. Continuous Learning: Encourage leaders to engage in continuous learning and professional development to stay updated on the latest trends and developments in early childhood education finance.

By implementing these recommendations, preschool education organization leaders can enhance their economic competence and contribute to the long-term sustainability and success of their institutions.

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