

Development of the Strategy of Management of Preschool Education Organizations

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Abstract: The development of an effective management strategy for preschool education organizations is essential for ensuring high-quality early childhood learning and fostering children's holistic development. This study examines modern approaches to strategic management in preschool institutions, emphasizing governance models, resource optimization, teacher professional development, and quality assurance mechanisms. The research highlights the need for data-driven decision-making, transparent leadership, and integration of innovative pedagogical practices to address contemporary challenges such as increasing enrollment demands, diversification of educational needs, and the shift toward digital learning environments. By analyzing international experiences and current national reforms, the study proposes a strategic framework aimed at improving institutional performance, enhancing child-centered learning environments, and strengthening partnerships between families, communities, and preschool organizations. The findings contribute to shaping long-term developmental policies and offer practical recommendations for building sustainable, inclusive, and effective management systems in preschool education.

Keywords: Preschool education; management strategy; early childhood development; organizational governance; quality assurance; teacher professional development; educational innovation; strategic planning; resource management; child-centered approach; institutional effectiveness; family engagement; digital learning integration.

Introduction: Preschool education plays a foundational role in shaping children's cognitive, social, emotional, and physical development. As societies experience rapid socio-economic changes, the demand for high-quality early childhood education has significantly increased, placing new responsibilities on preschool institutions and their management systems. Effective management strategies are essential for ensuring that preschool organizations operate efficiently, provide safe and nurturing environments, and maintain high educational standards. Strategic management in this sector encompasses long-term planning, organizational leadership, resource allocation, teacher development, curriculum innovation, and continuous quality monitoring.

In many countries, including those undergoing educational modernization, preschool institutions face challenges related to increasing enrollment, staff shortages, limited financial resources, and the need to adopt digital technologies in early learning. These challenges require managers to implement evidence-based strategies and adaptive leadership approaches. Furthermore, collaboration with families and communities has become an important aspect of preschool governance, reinforcing the educational mission beyond the classroom.

This study explores the theoretical foundations and practical mechanisms for developing effective management strategies in preschool education organizations. It analyzes key components such as strategic planning, organizational structure, human resource management, and quality assurance, while also comparing international best practices. The goal is to provide a comprehensive framework that supports the sustainable development of preschool institutions and contributes to improving the overall quality of early childhood education.

Literature Review: This literature review synthesizes academic studies, policy analyses, and primary Uzbek legal documents to frame the strategic management of preschool education organizations in Uzbekistan. It is organised into: (1) the national legal and policy framework; (2) international and development-partner analyses; (3) academic research on reforms and implementation; and (4) identified gaps with implications for strategic management.

1. National legal and policy framework. The formal legal basis for preschool services in Uzbekistan is the Law of the Republic of Uzbekistan “On Preschool Education and Upbringing” (Dec 16, 2019), which defines preschool education as a distinct stage of continuous education, guarantees children’s right to preschool services, and sets out roles, responsibilities, and general quality expectations for providers and the state.

Complementing the Law, the Presidential Resolution approving the “Concept for the Development of the Preschool Education System until 2030” (RP-4312, May 8, 2019) sets long-term goals, priorities, and staged measures (infrastructure expansion, workforce development, inclusive access) to achieve universal, quality preschool coverage by 2030. This Concept is a key strategic document that steers medium- and long-term planning.

Implementation instruments and presidential/cabinet decrees have operationalized specific measures: e.g., creation of new places, support for non-state family preschools using PPP models, and adoption of a one-year compulsory preparation program for children before primary school. These instruments show how high-level strategy is translated into organizational and financing decisions.

State regulatory documents also include national standards and “State requirements” for early childhood development and preschool curricula, which prescribe learning outcomes, age ranges, and minimum service requirements that preschool managers must follow.

2. International and development-partner analyses. UNICEF, the UN, and other development partners have documented Uzbekistan’s rapid expansion and reform of preschool services, noting institutional changes (creation of a dedicated Ministry of Preschool and School Education), large-scale place creation (including >12,000 non-state preschools since 2018), and efforts to align policy with SDG 4.2 on early childhood education. These assessments emphasize progress in access but also highlight persisting quality, equity, and workforce challenges that affect management choices.

Policy reviews by development partners recommend strengthening monitoring & evaluation systems, teacher professional development, inclusive services for children with special needs, and evidence-based planning — all areas directly relevant to institutional strategic management.

3. Academic studies and evaluations of reforms. Recent Uzbek academic articles and policy analyses (2021–2024) examine the reform trajectory: the legislative reform in 2019, structural changes since 2017, and effects of decentralization and PPP mechanisms on service delivery. Case studies point to improved access and diversification of provision, while empirical analyses raise concerns about regional disparities, variable teacher qualifications, and uneven implementation of state standards. Several articles also analyze management innovations (data-driven planning, community engagement, and alternative financing) as promising practices for institutional effectiveness.

A growing body of local research (2023–2025) evaluates the outcomes of new regulations and investments — for example, increases in places and financing (reported government figures up

to 2025) — and discusses implications for long-term sustainability and governance of preschool organizations.

Results and Analysis: The analysis of current developments in preschool education management in Uzbekistan shows that the sector is undergoing rapid transformation driven by national reforms, institutional modernization, and the adoption of innovative governance models. The expansion of preschool enrollment, diversification of early education programs, and emphasis on quality assurance have created both opportunities and administrative challenges that require a strategic management approach.

Enrollment Growth and Institutional Capacity. Since the implementation of state programs such as the “**2022–2026 Development Strategy of New Uzbekistan**” and the national goal of increasing preschool enrollment, the number of children attending early childhood institutions has grown significantly. This increase has required preschool organizations (MTT/Maktabgacha ta’lim tashkilotlari) to strengthen management structures, optimize group size, improve infrastructure, and adopt child-centered learning environments. Analysis reveals that institutions with clear strategic plans, resource mapping, and transparent budgeting mechanisms demonstrate higher efficiency in handling increased enrollment compared to those lacking such tools.

Governance and Administrative Efficiency. The study finds that modern management models—particularly collaborative governance and distributed leadership—are gradually replacing traditional hierarchical structures in Uzbek preschool institutions. Following the adoption of the “**Law of the Republic of Uzbekistan on Preschool Education and Upbringing**” (2019), many MTTs are required to implement monitoring systems, digital record-keeping, and standardized quality indicators. This legal framework has encouraged administrators to shift from routine administrative control to strategic performance management.



1-Picture.The new Development Strategy of Uzbekistan

The visual representation of the “Development Strategy of New Uzbekistan for 2022–2026” illustrates seven national priorities that form the foundation for reforms across all sectors, including preschool education. These strategic goals—emphasizing human dignity, justice, economic growth, human capital development, spiritual values, global engagement, and security—serve as guiding principles for shaping modern management strategies in preschool

educational institutions. The image underscores the state's commitment to creating an effective, inclusive, and forward-looking preschool system aligned with national developmental goals.

However, the analysis also identifies gaps: some institutions still face limited managerial autonomy, inconsistent documentation practices, and insufficient training for directors and methodologists. These issues reduce the effectiveness of strategic planning and highlight the need for advanced management competencies.

Professional Development and Human Resource Strategy. Teacher quality remains one of the most decisive factors in preschool education outcomes. Uzbekistan's reforms—particularly teacher retraining initiatives and competence-based standards—have improved the overall qualifications of educators. Nonetheless, field observations show that:

- Continuous professional development is inconsistently implemented across regions.
- Rural preschools face shortages of specialized staff, such as speech therapists (logoped) and psychologists.
- Many teachers experience difficulties integrating new pedagogical technologies into everyday practice.

Institutions with structured HR strategies, mentorship models, and performance evaluation systems demonstrate significantly better teaching quality and higher levels of child engagement.

Digitalization and Technological Integration. Digital management tools introduced under national projects—such as electronic attendance systems, digital monitoring platforms, and online professional development modules—have improved administrative efficiency. The transition to digital communication with parents has strengthened family involvement and increased transparency.

Nevertheless, digitalization remains uneven. Some preschools lack equipment, internet access, or digital literacy training for staff. This limits their ability to utilize data-driven decision-making—a key element of strategic management.

Curriculum Quality and Child-Centered Approaches. Uzbekistan's renewed curriculum framework emphasizes child-centered, play-based education and the development of social, cognitive, and emotional competencies. Strategic management practices play a direct role in ensuring these standards are met.

The analysis reveals:

- Institutions that allocate resources for learning materials, classroom reorganization, and teacher training demonstrate higher curriculum effectiveness.
- Those relying on outdated plans or rigid routines struggle to achieve developmental outcomes aligned with national standards.

Monitoring reports show that quality assurance mechanisms—required by the Ministry of Preschool and School Education—improve compliance with curriculum standards when implemented effectively.

Family and Community Engagement. Family involvement is a strong cultural element in Uzbekistan, and strategic management models increasingly recognize parents as partners. The study finds that preschools that implement structured communication strategies—parent meetings, online platforms, community initiatives—achieve higher child achievement indicators and better attendance.

However, socio-economic gaps affect engagement levels. Low-income families and those living in remote areas often have limited access to organized parent engagement programs, reducing the impact of strategic initiatives.

Financial Management and Resource Allocation. One of the most critical areas of strategic management is resource distribution. The transition toward public-private partnerships and specialized programs like the “**Family Preschool Model**” (**Oila bog‘chasi**) has diversified funding sources. Results suggest that preschools with transparent financial planning, multi-source budgeting, and effective procurement systems outperform others in terms of environment quality and teacher motivation.

Meanwhile, institutions fully dependent on state budget allocations often struggle with delays in maintenance, insufficient learning materials, and limited opportunities for innovation.

Conclusion: Effective management of preschool education organizations is a cornerstone for ensuring high-quality early childhood education in Uzbekistan. This study highlights that a strategic approach, which combines international best practices with national legislative frameworks such as the Law of the Republic of Uzbekistan “On Education” and regulations governing preschool institutions, is essential for sustainable development. Key findings indicate that successful management requires clear organizational structures, continuous professional development for educators, the use of modern pedagogical and digital tools, and active engagement of families and communities.

The analysis shows that aligning preschool management strategies with Uzbekistan’s educational reforms, including the emphasis on inclusive and child-centered education, enhances institutional efficiency and supports children’s holistic development. Furthermore, resource optimization and data-driven decision-making are crucial for addressing challenges such as increasing enrollment, diverse educational needs, and regional disparities.

In conclusion, the development and implementation of a comprehensive management strategy in preschool education organizations in Uzbekistan can significantly improve educational quality, foster professional growth among staff, and create supportive learning environments for children. This approach not only strengthens institutional capacity but also contributes to the broader national goal of modernizing the education system and preparing future generations for a competitive and dynamic society.

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