

**MODERN APPROACHES TO THE SELECTION OF PEDAGOGICAL PERSONNEL
IN PRESCHOOL EDUCATIONAL INSTITUTIONS**

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Annotation: This article examines the process of selecting pedagogical personnel in preschool educational institutions, highlighting its content, modern requirements, and innovative approaches. The study analyzes methods such as competency-based assessment, digital diagnostic tools, evaluation of psychological and professional profiles, and assessment of soft skills.

Keywords: preschool education, pedagogical personnel, selection process, competency, diagnostics.

Introduction. In the context of globalization and technological progress, scientific research aimed at studying the abilities, talents, inner potential, and individual psychological characteristics of children is increasingly intensifying both globally and in Uzbekistan. Scholars emphasize that the formation of the younger generation as a mature individual, their intellectual development, moral perfection, and social activity begins at the preschool stage. Therefore, the effective organization and management of the preschool education process is considered one of the key conditions for ensuring the continuity of the education system. Indeed, the education and upbringing provided at the preschool stage directly affect children's future professional orientation, civic position, and moral development. In Uzbekistan, extensive reforms are being implemented to modernize the preschool education system. In particular, the "Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030," approved by the Decree PQ-4312 dated May 8, 2019, clearly defines the objectives, priority areas, and stages of development in the sector. The concept envisions measures aimed at improving the quality of preschool education and ensuring the intellectual, physical, aesthetic, and moral development of children. Effective implementation of these measures requires preschool institution leaders and pedagogical staff to possess high professional competence, personal qualities, moral integrity, and competitive skills. Modern society, parents, and the community expect from a preschool leader independence of thought, broad outlook, patriotism, initiative, honesty, organizational skills, and responsibility. Similarly, preschool educators must have deep theoretical knowledge, advanced pedagogical skills, creativity, psychological sensitivity, communication abilities, and high professional responsibility.

With Uzbekistan's independence, the preschool education system was assigned the task of raising citizens of a new democratic society. This requires adopting modern approaches to preschool education, implementing international-standard innovative technologies, and continuously developing the qualifications of pedagogical and leadership personnel to improve education quality. Raising children to be morally, intellectually, and socially mature demands from educators exceptional professional mastery, creativity, research skills, empathy, and professional responsibility.

The Main Part. The reform of the preschool education system in Uzbekistan has intensified scientific and pedagogical research. Studies are being conducted on the operational principles of preschool institutions, management technologies, and the creation of alternative models in both state and non-state educational organizations.

Effective management in preschool institutions requires harmonized implementation of functions such as planning, monitoring, coordination, evaluation, and development. This process contributes to the intellectual and moral development of children, the professional growth of educators, and the formation of their social and civic positions. Therefore, when selecting pedagogical personnel, it is essential to evaluate not only their professional knowledge and skills but also personal qualities such as diligence, honesty, kindness, courtesy, fairness, responsibility, creativity, and communication skills. Indeed, an educator's personal qualities directly influence the effectiveness of the educational process. Modern trends indicate that selecting highly qualified, digitally literate, innovative, morally mature educators with leadership competencies has become a top priority in preschool education. As noted by President Sh.M. Mirziyoyev in "We Build Our Great Future Together with Our Brave and Noble People", "Under the leadership of a fully competent and devoted leader capable of continuing the work begun, the most urgent task is to raise the next generation into complete individuals." This statement reflects not only the responsibilities of leaders but also the high professional and personal standards expected from all pedagogical personnel in the preschool education system.

In the 21st century, socio-economic development emphasizes human intellect, moral upbringing, and social activity as key factors. Consequently, the education system, especially preschool education, requires new approaches to cultivate humanitarian, morally sound, and democratically minded individuals. The quality of preschool education is measured not only by planning and methodological support but also by children's acquired knowledge, skills, independent thinking, and readiness for creative activity. The comprehensive development, emotional stability, and moral maturity of children depend on the quality of the preschool educational environment. Thus, selecting pedagogical personnel who combine high qualifications, moral integrity, and professional competencies is of paramount importance. In Uzbekistan, the reform of preschool education emphasizes the use of innovative pedagogical technologies, creating a learning environment that fosters children's interests and abilities, and establishing favorable conditions for personal development. The success of this process depends on educators' abilities, dedication, creativity, and capacity to reach children's hearts while understanding their psychology. Professional mastery enables educators to conduct multi-faceted activities, establish sincere communication with children, and ensure the effectiveness of the educational process. Personal qualities—honesty, diligence, kindness, courtesy, fairness, and creativity—are central criteria in selecting modern pedagogical personnel, as humanistic and moral development is transmitted through the educator's example. Currently, respect and appreciation for the teaching profession in independent Uzbekistan are growing. The increasing number of creative educators, scholars, and researchers contributing to the improvement of education and upbringing highlights the relevance of selecting, retraining, and enhancing the qualifications of pedagogical personnel.

The process of selecting pedagogical personnel in preschool institutions is increasingly enriched with new content and methods. Ensuring educational quality, supporting children's individual psychological development, and implementing innovative pedagogical approaches depend primarily on the availability of highly qualified educators. Therefore, evaluating their

professional potential, personal qualities, and competencies is a priority in educational policy. Research indicates that preschool educators are not only responsible for organizing the educational process but also for guiding the psychological, intellectual, physical, and social development of children. Consequently, selection criteria must include educators' communication skills, psychological sensitivity, pedagogical tact, creativity, and ability to apply innovative technologies.

The quality and effectiveness of preschool education are largely determined by the competencies and professional readiness of pedagogical personnel. In modern educational systems, the selection of preschool teachers is no longer limited to evaluating academic credentials or years of experience; instead, it emphasizes a comprehensive assessment of professional, personal, and socio-emotional qualities that enable educators to foster holistic child development. Contemporary approaches to selecting pedagogical staff are increasingly based on competency frameworks. These frameworks assess not only teachers' theoretical knowledge but also their ability to apply pedagogical methods in real classroom scenarios, manage developmental diversity among children, and promote cognitive, social, emotional, and ethical growth. Competency-based assessments often include observation of classroom interactions, problem-solving exercises, scenario-based evaluations, and reflective practices that reveal candidates' creativity, adaptability, and decision-making skills. The integration of digital tools and technology in the recruitment process is another hallmark of modern selection practices. Digital platforms allow for objective evaluation of educators' knowledge, professional skills, and psychological readiness. Online simulations, interactive teaching demonstrations, and digital portfolios are used to assess candidates' ability to design lesson plans, implement innovative learning strategies, and integrate multimedia resources effectively. Such methods help identify educators who are not only technically proficient but also capable of fostering engaging and dynamic learning environments. Psychological and socio-emotional profiling has become a critical component in the selection process. Research indicates that preschool teachers' emotional intelligence, empathy, and interpersonal skills directly affect children's emotional security, social competence, and self-regulation. Evaluating soft skills such as communication, conflict resolution, patience, and cultural sensitivity ensures that selected personnel can build trusting relationships with children, families, and colleagues. Furthermore, continuous professional development potential is now considered a selection criterion. Candidates who demonstrate motivation for lifelong learning, reflective thinking, and openness to innovative pedagogical practices are preferred. This approach aligns with international standards, emphasizing that preschool educators must continually adapt to new research findings, technological advances, and evolving educational needs. Modern international experience also highlights the importance of inclusive and culturally responsive pedagogy in personnel selection. Educators are expected to demonstrate awareness of diversity, inclusivity, and equity in their teaching practices. The ability to accommodate children with different abilities, cultural backgrounds, and learning styles is now a critical factor in hiring decisions. In addition, leadership and teamwork competencies are increasingly valued, particularly in preschool institutions with collaborative or multi-disciplinary models. Effective preschool teachers are expected to contribute to curriculum development, mentor junior staff, coordinate with parents and community stakeholders, and actively participate in institutional improvement initiatives. The modern selection of pedagogical personnel in preschool education is a multidimensional

process that integrates competency-based evaluation, digital assessment tools, psychological profiling, soft skills assessment, and professional development potential. These approaches aim to ensure that selected educators are capable of providing high-quality, child-centered, and innovative education that fosters the holistic development of future generations. By adopting these modern selection practices, preschool education systems can build a highly skilled and adaptable workforce that meets both national and global educational standards.

The effectiveness of preschool education is closely linked to the quality of its teaching staff. In recent years, the recruitment and selection of pedagogical personnel have evolved beyond traditional criteria such as academic degrees or tenure. Modern selection practices emphasize a combination of professional competence, psychological readiness, ethical values, and interpersonal skills. This comprehensive approach ensures that educators can respond effectively to the diverse developmental needs of young children. A key trend in modern selection is the use of evidence-based assessment tools. These include structured interviews, situational judgment tests, classroom simulations, and behavioral observation exercises. Such tools help identify candidates' ability to implement developmentally appropriate practices, design creative learning activities, and manage group dynamics in a preschool setting. Additionally, competency-based evaluations focus on problem-solving, decision-making, and adaptive teaching strategies, which are critical for addressing the challenges of contemporary early childhood education. Digital assessment technologies have become integral to the selection process. Online platforms enable evaluators to analyze candidates' lesson planning skills, digital literacy, and familiarity with educational software. Virtual teaching demonstrations, e-portfolios, and online knowledge tests allow institutions to efficiently assess the readiness of candidates to integrate technology into pedagogical practice. This approach not only streamlines recruitment but also ensures alignment with 21st-century educational demands. Another critical aspect is the assessment of soft skills and emotional intelligence. Preschool teachers are required to demonstrate empathy, patience, effective communication, conflict resolution, and the ability to foster a positive classroom climate. Research indicates that teachers with high emotional intelligence positively influence children's social-emotional development, motivation to learn, and capacity for collaboration. Modern approaches also emphasize inclusive and culturally responsive pedagogy. Candidates must show awareness of diverse backgrounds, learning abilities, and family environments, and demonstrate strategies to provide equitable learning opportunities for all children. This competency ensures that preschool educators can promote social cohesion and respect for diversity from an early age. Leadership and collaboration skills are increasingly prioritized. In many modern preschool institutions, teachers are expected to contribute to curriculum development, mentor peers, engage with parents, and participate in continuous improvement initiatives. Therefore, the ability to work effectively within a team and take initiative in pedagogical innovation is a major selection criterion. Finally, modern selection frameworks consider candidates' potential for continuous professional development. Prospective teachers who exhibit motivation for lifelong learning, reflective practice, and openness to innovative pedagogical methods are highly valued. This ensures that the preschool workforce remains adaptable, skilled, and responsive to evolving educational standards and child development research. Contemporary approaches to selecting pedagogical personnel in preschool education integrate competency-based evaluation, digital assessment, soft skills profiling, inclusive practices, and professional development potential. These strategies aim to build a workforce

capable of delivering high-quality, child-centered, and innovative education, ultimately contributing to the holistic development of children and the long-term advancement of the education system.

Conclusion. Modern selection approaches are based on a competency-based model, requiring educators to not only understand regulatory and methodological requirements but also design educational processes, analyze pedagogical problems, develop solutions, and tailor education to children's age and individual characteristics. Ethical qualities, professional motivation, responsibility, and commitment to self-improvement are recognized as essential indicators of professional effectiveness. The widespread use of digital technologies also makes digital competence a crucial aspect of selection. Skills such as using electronic teaching tools, organizing educational activities on digital platforms, information literacy, and media competence define a modern educator's professional profile. International experience shows that practical assessment of competencies in real classroom situations is one of the most effective methods of selecting pedagogical personnel. Observing educators' natural interactions with children, psychological approaches, conflict management, communication culture, observation, and reflective thinking allows assessment of both theoretical knowledge and practical potential. In conclusion, modern approaches to selecting pedagogical personnel in preschool institutions aim not only to evaluate professional competencies but also to assess moral integrity, personal qualities, psychological readiness, and innovative thinking. Personnel selected according to these criteria will be capable of successfully fulfilling the noble task of raising the next generation into well-rounded individuals.

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