

**FORMATION OF PERSONAL AND PROFESSIONAL QUALITIES OF DIRECTORS
OF PRESCHOOL EDUCATIONAL ORGANIZATIONS PEDAGOGICAL AND
PSYCHOLOGICAL CHARACTERISTICS**

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Abstract: This article illuminates the processes of professional development for directors of preschool educational organizations, focusing on the continuous renewal and expansion of their competencies.

Keywords: Professional activity, personal and professional qualities, competencies, initial professionalization, and professional abilities..

In modern society, the quality of primary education is becoming increasingly important, creating a foundation for further personal development. Preschool education is the first and most important stage of the education system, therefore management issues in this area require special attention and approach. The scientific and theoretical foundations of preschool educational organization management are based on principles and concepts derived from pedagogy and psychology, as well as management and organizational development. One of the main tasks of management is to create an educational environment that contributes to the maximum development of each child's potential, ensuring high quality and accessibility of educational services.

Modern management approaches in the field of preschool education are focused on the need to individualize the educational process, introduce innovative pedagogical technologies and methods, and create conditions for the professional and personal development of teaching staff. An important aspect is the involvement of parents in the educational process and the formation of cooperation between the educational organization and the family. The development of a leader's skills, including leadership skills, strategic planning skills, the ability to create and support effective teams, as well as conflict resolution and change management skills, plays a key role in the successful management of a preschool organization. An effective leader can not only adapt the organization to constantly changing external conditions, but also ensure its sustainable development, laying the foundation for successful socialization and upbringing of children.

Let's conduct a scientific analysis of the theoretical aspects of managing educational organizations. The theoretical analysis of management in preschool educational organizations includes a comprehensive examination of classical and modern management theories. These theoretical approaches serve as a fundamental basis for developing effective management strategies tailored to the specific needs of early childhood education.

Let's focus on the classical theories of management.

Frederick Taylor's scientific management aims to optimize work processes and increase efficiency through the implementation of scientific methods for analyzing and planning labor processes. In the context of preschool educational organizations, this approach can be adapted to optimize the educational process and enhance its effectiveness.

Henri Fayol's administrative theory focuses on the fundamental principles of governance, such as division of labor, power and discipline, unity of command, centralization, and hierarchy. The

application of these principles in preschool educational organizations contributes to the creation of a systemic and functional management system.

Weber's bureaucratic model emphasizes the importance of formalized rules and procedures, the hierarchy of power, and a personal approach to management. Despite certain limitations, bureaucratic elements can be useful in ensuring order and predictability in the management of preschool educational organizations.

From modern approaches to educational organizations, systemic and situational approaches suggest a flexible form of management, emphasizing the relationship between various components of the management system and the need to adapt to specific conditions and contexts. These approaches in the field of preschool education allow for the development of managerial decisions, taking into account the specifics of the educational organization, its internal and external environment.

Theories of motivation and leadership, such as Abraham Maslow's theory of needs, Douglas McGregor's theory of X and Y, and the concept of transformational leadership, emphasize the importance of developing effective leadership skills to understand employee motivation and inspire and motivate the team.

The concepts of organizational culture and change are how values, beliefs, and behavior affect the organization's operations and how the organization is to achieve strategic goals

If we consider the specifics of management in preschool educational organizations, then the management of preschool educational organizations is a unique and multifaceted process that requires leaders not only to have deep knowledge in the field of pedagogy and psychology, but also management, organization, and communication skills. A distinctive feature of management in this field is that it aims to achieve goals that go beyond traditional education and include the comprehensive development of a preschool child's personality.

From the empirical analysis presented above, it can be concluded that professional competence is a complex set of personality traits and states. It is a combination of knowledge, skills, and experience in a specific field, allowing a person to express their opinion on specific issues, participate in the development of specific decisions, or make decisions on their own.

As can be seen, two important aspects that make up professional competence are the level of theoretical and practical training, determined by the sum of knowledge and experience that ensure the successful completion of professional tasks by a specialist.

As can be seen from the above analysis, the concept of competence is broad and presented in various interpretations.

In our view, the professional competence of a preschool educational organization leader is understood as the ability to apply acquired knowledge, skills, and abilities in organizing and managing the educational and upbringing process, constant self-development, and the ability to work in the context of digital education.

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