

Pedagogical Conditions For Developing The Intellectual Competence Of Preschool Education Organization Leaders

Abdumo'minova Lobar Abdujabbarovna

ABSTRACT

This article analyzes the pedagogical foundations, organizational and pedagogical conditions, and practical opportunities for developing the intellectual competence of preschool education organization leaders. Intellectual competence is characterized by the ability to apply management knowledge in practice, independently analyze challenging situations, make strategic decisions, generate innovative ideas, and cooperate effectively with teaching staff. The article highlights the importance of continuous professional education, reflective practice, problem-based learning, professional experience sharing, and independent learning. Practical recommendations are presented for strengthening the intellectual competence of preschool education leaders.

Keywords: preschool education organization, leader, intellectual competence, professional development, pedagogical conditions, strategic thinking, innovative activity, reflection, management culture.

At the current stage of the modern development of the preschool education system, the professional preparedness, intellectual capabilities, and managerial competence of organisational leaders are among the key factors ensuring the quality of the educational process. Establishing effective management within an educational organisation requires leaders not only to understand existing regulatory requirements but also to analyse situations independently, set forward-looking goals, assess the capabilities of the teaching staff accurately, and make well-grounded decisions under changing circumstances.

The intellectual competence of a preschool education organisation leader is the integrated manifestation of professional knowledge, cognitive abilities, problem-solving strategies, and the capacity to apply knowledge effectively in managerial practice. This competence is reflected in the leader's vision for organisational development, their ability to adopt pedagogical innovations, and their capacity to foster an environment of intellectual collaboration within the team.

From this perspective, identifying the pedagogical conditions necessary for developing the intellectual competence of preschool education organisation leaders, linking these conditions to practical activities, and determining effective approaches to professional development constitute important contemporary tasks.

Intellectual competence is characterised by a leader's ability to apply acquired knowledge to practical management tasks, critically analyse information, acquire new knowledge, and draw independent conclusions. It is not determined solely by the amount of theoretical knowledge a person possesses; it is also demonstrated through the ability to use that knowledge in specific situations, understand problems, and select effective solutions.

The intellectual competence of a preschool education organisation leader can be described through several interrelated dimensions. The

first dimension concerns cognitive activity and encompasses the leader's acquisition of management-related knowledge, assimilation of new information, ability to organise it systematically, and capacity to connect it with practical tasks.

The second dimension relates to analytical thinking. A leader must be able to compare information obtained from different sources, identify the causes of problems, assess the factors influencing a particular situation, and draw evidence-based conclusions. Analytical thinking helps leaders address organisational problems by identifying their underlying causes rather than focusing solely on their superficial manifestations.

The third dimension is characterised by strategic and forward-looking thinking. In this respect, the leader establishes organisational development goals, identifies priority tasks, considers available resources and opportunities, and develops strategies for achieving planned outcomes. Strategic thinking makes it possible to ensure continuity between short-term tasks and long-term objectives.

The fourth dimension encompasses creative and intellectual activity. A creative approach is demonstrated by a leader's ability to examine problems from different perspectives, develop alternative solutions, and propose new ideas aimed at improving organisational performance. Such an approach is particularly important for supporting teachers' initiatives, exploring innovative practices, and selecting effective management methods.

The fifth dimension concerns reflective activity. Reflection involves analysing one's own decisions and the outcomes of one's professional activities, learning from mistakes, and identifying professional development needs. A leader who can critically evaluate their own performance is better positioned to adapt to change, acquire new knowledge, and continuously improve management practices.

Thus, intellectual competence is a complex professional quality that develops through the interrelationship of cognitive, analytical, strategic, creative, and reflective activities.

The development of the intellectual competence of preschool education organisation leaders requires a deliberately structured pedagogical process. This process should take into account leaders' individual needs, professional experience, the specific characteristics of their managerial responsibilities, and opportunities for continuing education.

The first pedagogical condition is the establishment of an environment that supports continuing professional education and independent learning. The intellectual development of leaders is associated with the continuous acquisition of new knowledge, the study of contemporary management approaches, and the analysis of best practices. Professional development courses, research and practice-oriented seminars, professional discussions, and independent learning activities contribute to updating leaders' knowledge. It is advisable that educational content should not be limited to general theoretical information but should also focus on solving real management problems.

The second condition is the organisation of learning based on problem situations. A problem-based approach encourages leaders not to rely on ready-made answers but to investigate situations independently, identify underlying causes, develop alternative solutions, and justify the most appropriate decisions. For example, situations involving disagreements among teachers, communication difficulties with parents, or the allocation of organisational resources may be presented for discussion. Such tasks make it possible to connect analytical and strategic thinking with practical managerial activities.

The third condition is the development of a reflective environment. Leaders should have opportunities to analyse their activities objectively, listen to colleagues' opinions, and evaluate the outcomes of their decisions. Within a reflective environment, mistakes are considered not merely negative outcomes but also opportunities to gain experience and improve future performance. Reflective journals, discussions of completed activities, and individual development plans can be used for this purpose.

The fourth condition is the establishment of a system of professional collaboration and

experience sharing. Professional communication among leaders enables them to explore different management experiences, identify effective practices, and solve problems collectively. Intellectual collaboration can be strengthened through mentoring, professional communities, round-table discussions, and practical seminars. Experience sharing should not be limited to presenting achievements; it should also involve analysing the conditions under which those achievements were attained and the methods used to achieve them.

The fifth condition is the purposeful use of innovative and information technologies. Digital learning resources, electronic databases, online professional courses, and remote communication tools expand leaders' opportunities to search for information, update their knowledge, and exchange professional experiences. At the same time, it is important to develop the ability to verify the reliability of information, compare different sources, and use information responsibly.

When these conditions are implemented in an integrated manner, they create a comprehensive pedagogical environment that supports the continuous development of leaders' intellectual competence.

The use of interactive methods creates valuable pedagogical opportunities for developing leaders' intellectual competence. In particular, the case study method enables participants to analyse real or simulated management situations. Participants identify the underlying causes of problems, assess available opportunities, and compare alternative solutions. This method helps develop independent thinking and the ability to justify decisions with evidence.

The project-based method supports the development of practical initiatives aimed at improving organisational performance. For example, a small-scale project may be designed to strengthen professional collaboration among teachers, improve communication with parents, or enhance the quality of educational planning. During the project development process, its objectives, tasks, resources, implementation stages, and expected outcomes are defined.

The brainstorming method makes it possible to generate a variety of ideas related to a particular problem and subsequently analyse them. This method is important for stimulating leaders' creative thinking, considering alternative approaches, and drawing on the intellectual potential of team members.

The reflective analysis method helps leaders reconsider their professional activities, evaluate the outcomes of their decisions, and draw conclusions for future practice. When conducted regularly, reflective analysis enables leaders to identify both their strengths and the areas requiring further development.

In addition, comparison and expert discussion methods can be used to identify the advantages and limitations of different management approaches. These methods help develop evidence-based reasoning, the ability to explain one's viewpoint, and the capacity to consider the opinions of others.

Regular monitoring and evaluation are important components of the process of developing leaders' intellectual competence. The primary purpose of evaluation should not be to compare leaders with one another, but to identify changes in their professional development, determine effective approaches, and plan subsequent development activities.

Several criteria can be used for this purpose. The cognitive criterion reflects leaders' acquisition of management-related knowledge and their ability to apply it in practical situations. The analytical criterion concerns their ability to analyse information, identify the causes of problems, and support conclusions with evidence. The creative criterion describes their capacity to generate new ideas and propose alternative solutions. The strategic criterion encompasses the skills required to establish goals, plan activities, and evaluate potential outcomes. The reflective criterion characterises leaders' ability to analyse their own performance, accept feedback, and demonstrate a commitment to independent professional development.

These criteria can be assessed using practical tasks, interviews, observation, self-assessment, and expert feedback. For example, a leader may initially be presented with a problem situation,

and their approach to developing a solution may be recorded. Following professional development activities, a situation of comparable complexity may be presented, allowing the initial and subsequent results to be compared. The task conditions and assessment criteria should remain as consistent as possible.

References

1. Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
2. Sternberg, R. J. (1985). Beyond IQ: A Triarchic Theory of Human Intelligence. Cambridge: Cambridge University Press.
3. Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books.
4. Drucker, P. F. (1954). The Practice of Management. New York: Harper & Brothers.
5. OECD. Starting Strong: Early Childhood Education and Care. Paris: OECD Publishing