BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

INTERNATIONAL EXPERIENCE IN MANAGING THE PROFESSIONAL DEVELOPMENT OF PRESCHOOL TEACHERS AND ITS ADAPTATION TO THE CONTEXT OF UZBEKISTAN

Aliyeva Shoxista Urazbayevna
Master's Student at Bucheon University in Tashkent
Doi: https://doi.org/10.5281/zenodo.23531757

Abstract. This article analyzes international approaches to managing the continuous professional development of preschool education staff. Drawing on practices in European countries, Finland, and Singapore, as well as international scholars' perspectives on competency-based assessment, mentoring, pedagogical leadership, and practice-oriented training, it identifies organizational and pedagogical areas that can be adapted to the context of Uzbekistan.

Keywords: international experience, preschool education, continuous professional development, competency model, mentoring, pedagogical leadership, monitoring, management.

Introduction

The quality of preschool education depends not only on teachers' professional knowledge but also on their ways of working with children, culture of collaboration, openness to innovation, and opportunities for professional development. Therefore, in advanced education systems, professional development is viewed not as a standalone course but as a management tool that supports professional growth throughout a teacher's career. The 2024 global report by UNESCO and UNICEF emphasizes the importance of quality early childhood education for equal opportunities and subsequent development [1].

In Uzbekistan, legal frameworks exist for the continuous development of staff and the differentiation of professional development programs. However, rather than copying international approaches unchanged, it is of scientific and practical importance to adapt them to national programs, institutional resources, and teachers' actual needs.

Aim and Methods of Analysis

The aim of this article is to systematize international studies and professional development practices analyzed in Chapter I, identify their interconnected management principles, and substantiate ways to adapt them for preschool education organizations in Uzbekistan. The article is based on comparative theoretical analysis; its recommendations are not presented as results already validated through practical trials.

Continuity and Practice Orientation in European Experience

N. Melnyk and co-authors consider the preparation of preschool teachers in Western European countries as an integrated system connecting higher education, regulatory frameworks, professional development centers, and workplace experience [2]. A comparative analysis of the experiences of Germany, France, and the United Kingdom shows that professional development does not end with

obtaining a diploma but continues throughout pedagogical practice. Workplace observation, exchange of experience, and consultation serve as a logical continuation of theoretical training.

The 2025 Eurydice report on European education policy highlights the importance of a high-quality and inclusive environment for early childhood education [3]. Creating such an environment requires specialized professional preparation. Accordingly, professional development topics should not be limited to general methodology; they should also address children's individual developmental characteristics, emotional support, cooperation with parents, and the creation of a safe environment.

One valuable aspect of European practice is the creation of conditions for professional growth within the institution itself. Short practical training sessions, collaborative lesson planning, peer observation, and mentoring bring the knowledge acquired by staff closer to everyday practice. To apply these mechanisms in Uzbekistan, they should be aligned with the plans of preschool education organizations and teachers' workloads.

Finland: The Relationship Between Children's Needs and Pedagogical Leadership

A study by A. Moazami-Goodarzi and co-authors on the "Roundies" program in Finland treats preparing teachers to support children's social and emotional development as a distinct area [4]. The provision of activity scenarios, stories, and tools for working with emotions demonstrates the importance of reinforcing theoretical preparation with practical materials.

E. Fonsén and co-authors analyze pedagogical leadership as part of managing quality in preschool education [5]. In their approach, a teacher is not merely an employee carrying out assigned tasks, but an active participant responsible for planning activities, creating a high-quality environment, and fostering professional collaboration. The principle of distributed leadership links the leader's strategic responsibilities with teachers' responsibilities within their groups and teams.

These perspectives offer two conclusions for Uzbekistan. First, the content of professional development should be linked to the real challenges children face. Second, mentoring and methodological leadership need not be viewed solely as the responsibility of the head; they can also draw on opportunities for experienced teachers to learn collaboratively with colleagues. However, when evaluating outcomes, teacher engagement and children's developmental indicators should be analyzed carefully as distinct forms of evidence that cannot substitute for one another.

Singapore: A Competency Framework and Career Pathway

In Singapore, the Skills Framework for Early Childhood is used to describe professional roles related to preschool education and the skills associated with them [6]. The managerial advantage of this approach is that staff development can be planned around specific competencies and professional responsibilities rather than the abstract goal of "professional development." The CPD courses offered by the National Institute of Early Childhood Development include inclusive practice, classroom management, and leadership, reflecting the diversity of professional needs [7].

Rather than copying Singapore's model in its entirety, it would be appropriate to develop a competency map tailored to national pedagogical responsibilities. The skills required of an educator, methodologist, and manager are not identical; therefore, their development pathways should also be defined separately. A diagnostic assessment based on self-evaluation, observation by a methodologist, and practical assignments could serve as a key foundation.

Opportunities for Adaptation to the Context of Uzbekistan

The common principles linking international experiences are needs-based planning, workplace learning, competency-based assessment, reflection, and teamwork. To implement these principles in a preschool education organization, teachers' current needs should be identified, an appropriate form of methodological support selected, the approach learned tested in classroom activities, and the experience discussed in a subsequent methodological meeting. This sequence may help connect existing work plans more closely with pedagogical outcomes.

D. Ge highlights the importance of data from multiple sources and clear indicators in evaluating preschool teachers' performance [8]. This principle is also useful in Uzbekistan, where diagnostic conclusions should not be based solely on questionnaires. At the same time, before introducing digital assessment models, institutions' technical capacity, personal data protection, and staff understanding of the assessment criteria should be taken into account.

Conclusion

The analysis of international experience indicates that the effectiveness of professional development for preschool teachers can be enhanced through management mechanisms linked to teachers' individual needs and practical activities. The European approach highlights continuity and workplace learning; the Finnish experience emphasizes children's developmental needs and pedagogical leadership; and Singapore demonstrates the importance of a competency map and a professional development pathway. Adapting these aspects to national programs, organizational capacities, and professional responsibilities is a promising direction for Uzbekistan, supported by a sound research rationale.

References

1. UNESCO, UNICEF. Global Report on Early Childhood Care and Education: The Right to a Strong Foundation. 2024.
2. Melnyk N. et al. The establishment and development of professional training for preschool teachers in Western European countries. Revista Romaneasca Pentru Educatie Multidimensionala, 2021, 13(1), 208–233.
3. European Commission/EACEA/Eurydice. Key Data on Early Childhood Education and Care in Europe — 2025.
4. Moazami-Goodarzi A. et al. Training early childhood teachers to support children's social and emotional learning. IJERPH, 2021, 18(20), 10679.
5. Fonsén E. et al. Teachers' pedagogical leadership in early childhood education. Educational Research, 2023, 65(1), 1–23.
6. SkillsFuture Singapore. Skills Framework for Early Childhood. 2021.
7. National Institute of Early Childhood Development. CPD Courses. https://niec.edu.sg/our-courses/cpd-courses/
8. Ge D. A teaching quality evaluation model for preschool teachers based on deep learning. iJET, 2021, 16(3), 127–143.