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

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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' views on competency-based assessment, mentoring, pedagogical leadership, and practice-oriented training, it identifies organizational and pedagogical directions that may 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 in an identical form, 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 approaches for adapting them to preschool education organizations in Uzbekistan. The article is based on comparative theoretical analysis; its recommendations are not presented as results that have already been validated through practical trials.

Continuity and Practice Orientation in the European Experience

N. Melnyk and co-authors consider the preparation of preschool teachers in Western European countries as an integrated system linking higher education, regulatory frameworks, professional development centers, and workplace experience [2]. A comparative analysis of practices in Germany, France, and the United Kingdom shows that professional development does not end with obtaining a diploma but continues to evolve throughout pedagogical practice. Workplace observation, experience-sharing, 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 opportunities for professional growth within the institution itself. Short practical training sessions, joint lesson planning, peer observation, and mentoring bring the knowledge staff acquire closer to their day-to-day practice. To apply these mechanisms in Uzbekistan, they should be coordinated with the plans of preschool education organizations and teachers' workloads.

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

A study by A. Moazami-Goodarzi and co-authors on the "Roundies" program examined in Finland treats preparing teachers to support children's social and emotional development as a distinct area [4]. The provision of lesson 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 who carries out assigned tasks, but an agent responsible for planning activities, creating a high-quality environment, and fostering professional collaboration. The principle of distributed leadership connects the manager's strategic responsibilities with teachers' responsibilities within their groups and teams.

These perspectives lead to 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 managerial responsibilities; they can also be supported by opportunities for experienced teachers to learn collaboratively with colleagues. However, when evaluating outcomes, teachers' 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 Pathways

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 management advantage of this approach is that staff development can be planned on the basis of 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 areas such as inclusive practice, classroom management, and leadership, illustrating the diversity of professional needs [7].

Rather than transferring the Singapore model in its entirety, it would be advisable to develop a competency map adapted to national pedagogical tasks. Educators, methodologists, and managers require different skills; therefore, their development pathways should also be defined separately. Self-assessment, observations by methodologists, and diagnostic conclusions based on practical tasks could serve as key foundations for this process.

Opportunities for Adaptation to the Context of Uzbekistan

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

D. Ge highlights the importance of data from multiple sources and clearly defined indicators when evaluating preschool teachers' performance [8]. This principle is also useful in Uzbekistan, as

it helps ensure that diagnostic conclusions are not based solely on questionnaires. At the same time, before introducing digital assessment models, institutions' technical resources, 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 work. The European approach highlights continuity and workplace learning; the Finnish experience emphasizes children's developmental needs and pedagogical leadership; and Singapore demonstrates the value of a competency map and structured professional development pathways. Adapting these elements to Uzbekistan's national programs, organizational capacities, and professional responsibilities is a promising direction grounded in research.

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