

**THE ROLE OF THE METHODOLOGIST'S LEADERSHIP  
POTENTIAL IN ENHANCING TEAM EFFECTIVENESS IN  
PRESCHOOL EDUCATION INSTITUTIONS**

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**Abstract:** This article examines the role of leadership potential in the professional activity of methodologists within preschool education institutions. Particular attention is paid to the position of the adult in the educational process, emphasizing partnership-based interaction with children and colleagues rather than hierarchical dominance. The study highlights the importance of leadership qualities in enhancing team effectiveness, fostering a positive psychological climate, and ensuring the timely and high-quality implementation of pedagogical decisions. The article analyzes the distinction between leadership and formal management, focusing on the significance of informal leadership in professional teams. It is argued that an effective methodologist acts not only as a formal coordinator but also as a leader capable of mobilizing staff, addressing complex situations, and prioritizing collective interests. The findings underscore that leadership in preschool education is closely linked to personal initiative, adaptability to situational challenges, and commitment to professional and ethical values.

**Keywords:** preschool education, methodologist, leadership potential, team effectiveness, educational management, informal leadership, pedagogical interaction, professional development

A fundamentally important aspect of pedagogical technology is the role of the child in the process of upbringing and education, as well as the attitude of adults toward the child. In communication with children, adults should adhere to the position: "Not beside the child, not above the child, but together with the child." The primary goal of such interaction is to contribute to the child's development as a personality.

Ensuring that educational activities in preschool education institutions are carried out at the required level, fostering strict adherence to work discipline among educators, developing a critical attitude toward colleagues' shortcomings, and increasing labor and creative activity in order to enhance overall effectiveness require the methodologist to possess high levels of knowledge and professional competence. Moreover, the methodologist must be capable of working with educators while taking into account their psychological characteristics, have extensive experience, and demonstrate strong moral

qualities. Therefore, it is advisable to assign each novice specialist who has just begun professional activity to an experienced mentor, recognizing their need for guidance and support.

In managing the team, the methodologist should serve as a personal role model, leading by example and taking an active position at the forefront of all activities. In general, many sources use the term “leader” interchangeably with the term “guide” or “leader” (yetakchi). However, in our view, the concept of yetakchi does not fully reflect the psychological characteristics inherent in leadership. The term yetakchi is used to describe a person who influences group members and guides them toward a goal, emphasizing relational dynamics within the group. Leadership, in this sense, is a personal status identified through analysis of the group’s structure and system of relationships.

Nevertheless, leadership encompasses additional characteristics that cannot be fully examined solely within the framework of interpersonal relations. One of the key features of leadership is the individual’s ability to act appropriately in accordance with situational demands. Initiative, ingenuity, and skill in overcoming difficulties that arise in problematic situations are distinctive qualities of a leader.

In challenging situations related to problem solving, a leader stands out from others through initiative, proactiveness, and the ability to take the lead. Leadership and management coexist within any work team, where each employee occupies a specific position within the organization. As employees interact with their colleagues, these relationships gradually acquire emotional and professional characteristics under the influence of various factors. Emotion-based relationships are typically formed in two forms: liking (sympathy) and disliking (antipathy). Some employees, due to certain personal qualities, are able to evoke sympathy among the majority of team members and, as a result, attain a high status within the organization’s informal structure.

From a psychological perspective, an employee who holds a high position in the formal structure of a team is considered a manager, whereas a person who occupies a high position in the informal structure is regarded as a leader. Leadership is most often manifested within the system of informal group relations. Recognition of an individual as a leader implies emotional closeness, a high evaluation of that person’s work-related qualities, and acknowledgment of their commitment to group interests. A leader is a person recognized by all members of the group.

The core value within a leader’s value system is the prioritization of group interests above all else, a sincere commitment to addressing the tasks set before the group, and the ability to mobilize the team effectively in the process of achieving shared goals.

In my view, an effective methodologist should create such an environment within the team that every employee feels able to utilize their potential when necessary, participate

in resolving problematic situations, and perceive themselves as an active participant in the management process. To achieve this, the team must consist of professional staff members who possess a strong sense of responsibility and demonstrate high levels of expertise in addressing various situations. At the same time, there are always individuals within a team who have universal abilities, enabling them to resolve a wide range of emerging problems.

From this perspective, leadership is largely characterized by the sufficient development of an individual's innate abilities. As noted above, one of the key aspects of leadership is concern for the collective interest. Therefore, the core meaning of leadership may be understood as an individual's ability to successfully resolve situational challenges and their dedication to serving the interests of the team. Another essential factor that reveals leadership potential is the ability to align with the needs and expectations of the group.

To achieve positive outcomes, a teacher must continuously analyze their strengths and weaknesses and gradually develop an internal core that fosters not only professional but also personal growth. The more achievements an educator attains in professional development, the more they evolve as a person. However, employees of preschool education institutions have profession-specific characteristics: they work directly with children, which means that they themselves serve as a powerful tool in the educational process. The more refined and developed this tool is, the more successful the professional outcomes will be.

Professional qualities of preschool education institution staff include:  
interest in and love for children, dedication to teaching;  
diligence, honesty, and ethical conduct;  
emotional responsiveness and optimism;  
expressive speech and pedagogical tact;  
creativity and originality;  
organizational skills;  
a sense of humor;  
firmness, discipline, and other related qualities.

Regardless of where a person works, any type of professional activity requires the development of specific skills. For a teacher, the most important competence is self-directed learning, which is especially crucial for a methodologist.

Education and upbringing are integral components of any society, indicators of its cultural level, and the foundation of its development. They ensure the unity and continuity of social experience, moral and ethical values, and cultural traditions, thereby contributing to societal progress. This program focuses on the modern system of

managing preschool education and upbringing, its fundamental principles and characteristics, as well as the goals and objectives of preschool education management under the authority of public education bodies. Particular attention is paid to the functions, methods, forms, principles, and regularities of management, as well as to the principles of organizing various types of preschool education institutions and the scientific-theoretical approaches underpinning them. In Uzbekistan, the modernization of the preschool education system serves as a foundation for educating a future generation with high moral values.

A modern preschool institution is a space where a child gains extensive emotional and practical interaction experience with adults and peers in areas and aspects most significant for their development. In preschool settings, children realize their right to individual development in accordance with their needs, abilities, and capacities, supported by appropriate organizational and pedagogical conditions. At the same time, teachers develop their professional and personal qualities, leaders ensure the success of children's and educators' activities, and institutions take into account parents' expectations regarding their children's future, fostering constructive and cooperative relationships with children and all participants in the educational process.

Today, the education sector is characterized by a wide range of innovations of varying scope, direction, and significance. Large- and small-scale state reforms are being implemented, and innovations are being introduced into the organization, content, methodology, and technology of education. Consequently, preschool institutions increasingly require educators who are capable of working with children based on advanced innovative technologies and new educational programs. Such educators must be creators of the pedagogical process, possess flexible thinking, and skillfully apply innovations in practice.

In recent years, the issue of implementing innovative technologies in preschool education institutions has gained increasing attention, as the introduction of innovations into institutional practice is one of the most important conditions for improving and reforming the preschool education system. Pedagogical innovations refer to the introduction of new ideas into pedagogical activity, involving changes in educational content and technology aimed at enhancing effectiveness. Thus, the innovation process encompasses the formation and development of both the content of innovation and its organizational forms.

The carrier of innovation—the teacher—is characterized, as an element of the innovation process structure, by the unity of perceiving, assimilating, and evaluating innovations, as well as by goal-setting and goal achievement. The integration of motivation (“I want”), theoretical readiness (“I can”), technological competence (“I do”),

and result orientation (“I achieve”) constitutes the system of innovative competence among preschool educators.

The adoption of international experience and the implementation of various technologies and methodologies are all integral components of the innovation process. Education system professionals have broad opportunities to implement diverse versions of educational and vocational training programs and methodologies. Another contributing factor is the changing social environment, characterized by democratization and humanization, as well as the transition of the national economy toward market-based relations. The growing demand from industry for highly qualified specialists further necessitates the assimilation of innovations. Today, training competitive professionals is regarded as one of the key pathways for aligning the national education system with global educational standards.

Among the most important qualities of competitive and highly qualified professionals are:

a high level of academic achievement and the ability for self-development;

confirmation of qualifications acquired at relevant educational institutions within the labor and education services market;

a high level of social activity and labor productivity in professional practice;

discipline, responsibility, inventiveness, and creativity in the workplace;

participation and success in professional skills competitions;

a sustained need for continuing education.

In order to form a well-rounded individual, educational institutions must pursue a continuous path of development. Recognizing this, many practitioners no longer focus on merely improving traditional approaches, but instead advocate for the development of the education system based on an innovative strategic framework. Innovative activity in educating the younger generation is oriented toward addressing real societal changes and meeting individual needs.

In conclusion, the effectiveness of preschool education largely depends on the professional competence, leadership potential, and innovative readiness of educators and methodologists. The methodologist plays a key role in creating a supportive and collaborative environment that enables each staff member to realize their professional potential and actively participate in decision-making and problem-solving processes. Leadership in this context is expressed not only through formal managerial functions but also through the ability to inspire, guide, and mobilize the team in response to situational challenges.

The study highlights that continuous professional self-development, reflective practice, and openness to innovation are essential qualities for modern preschool educators. The

integration of innovative technologies and advanced pedagogical approaches contributes significantly to improving the quality of education and aligning preschool institutions with contemporary societal and educational demands. Moreover, the successful implementation of innovations requires a holistic combination of motivation, theoretical knowledge, technological competence, and result-oriented practice.

Finally, the modernization of the preschool education system, particularly in the context of Uzbekistan, serves as a strategic foundation for nurturing a highly moral, competitive, and well-rounded future generation. Therefore, fostering leadership capacity and innovative competence among methodologists and educators should be considered a priority direction in the sustainable development of preschool education institutions.

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