

## RESEARCH METHODS OF DEVELOPMENT OF PROFESSIONAL AND PERSONAL QUALITIES OF PRINCIPALS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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**ABSTRACT:** The article examines the peculiarities of researching the professional and personal qualities of the principals of preschool educational institutions.

**KEYWORDS:** Professional qualities, management activity, responsibility, independence, striving for the goal, determination.

### INTRODUCTION

In our research, various methodologies are employed to develop the professional and personal qualities of preschool education institution directors, incorporating relevant empirical data. The psychological factors affecting the professional and personal qualities of preschool education institution directors may vary. One of the main reasons for this is the diverse subjective factors related to the development of professional and personal qualities. Identifying these factors allows for a psychological analysis of the existing issues in the development of the directors' professional qualities. Based on this analysis, subsequent tasks, methods, and prospects for providing psychological services to them are determined.

Table 1

**"Results of the correlation between the "Index of Professional and Personal Qualities of Preschool Education Institution Directors" and Marlou-Kroun's "Study of Moral-Ethical Responsibility Traits" methodology (n=120).**

Factors	Social-Perceptive	Communicativeness	Self-Confidence	Self-Regulation
Ethical-Aesthetic Reflection	0,29*	0,08	0,09	0,40*
Ethical-Aesthetic Intuition (Sensitivity)	0,42*	0,11	0,33*	-0,05

Existential Responsibility (Existing)	-0,04	-0,17	0,37*	-0,07
Altruistic (Self-sacrificing) Feelings	-0,08	0,41*	0,04	0,46*
Ethical-Aesthetic Values	0,12	0,28*	0,16	0,07

"It was determined that the "Social-Perceptive" factor has a significant positive correlation with "Reflection on Ethical-Aesthetic Situations" ( $r=0.29$ ;  $p\le0.05$ ) and "Ethical-Aesthetic Intuition (Sensitivity)" ( $r=0.42$ ;  $p\le0.05$ ). It was found that in interpersonal relationships with staff, preschool education institution directors exhibit a priority characteristic of self-analysis in ethical-aesthetic situations. Directors' higher feelings of moral and aesthetic experiences are linked with mutual understanding in interpersonal relations. Specifically, in the "leader-staff" and "leader-parents" relationship systems in preschool education, strong reflections, identifications, and stereotypes in the manifestation of professional responsibility and duty were identified. Furthermore, moral-aesthetic intuition plays a significant role in the process of mutual understanding in interpersonal relations, depending on the direction of professional activity. As mentioned earlier, preschool education directors must analyze and perceive moral situations to understand their staff, pedagogical team, and parents' states. Additionally, the ability to intuitively assess the ethical situation in interactions with educators and children is important. For intuitive assessment of situations, the development of social perception traits is necessary. Therefore, correlations among these criteria were identified.

The "Communicative" factor showed significant positive correlations with "Altruistic (Self-Sacrificing) Feelings" ( $r=0.41$ ;  $p\le0.05$ ) and "Ethical-Aesthetic Values" ( $r=0.28$ ;  $p\le0.05$ ). This is noteworthy because the communicative characteristics of preschool education institution directors lay the groundwork for constructive interpersonal relationships. Directors' self-sacrifice and relationships based on disinterestedness are crucial. Since preschool education institution directors must "love and care for children," which requires self-sacrifice, altruistic attitudes towards their profession and others manifest in their communicative interactions. Altruistic feelings in interpersonal relationships, such as empathy, understanding, sympathy, and kindness, are related to one's value system. Moral views and ideals in the value system reveal a person's humanity. In preschool education institution directors, moral-aesthetic values, direct acceptance of nature, children, and societal events, and adherence to universal principles in responses reflect the level of "cultivation." This leads to a constructive manifestation of communicative characteristics in interpersonal relationships. Hence, positive correlations among these criteria were identified.

The positive and significant correlations found between the "Self-Efficacy" factor and "Ethical-Aesthetic Intuition (Sensitivity)" ( $r=0.33$ ;  $p\le0.05$ ) and "Existential Responsibility (Present)" ( $r=0.37$ ;  $p\le0.05$ ) in preschool education directors are noteworthy. A leader's self-confidence

determines their professional status and reputation within the team. Therefore, a leader's self-confidence is a key indicator of professional success. Furthermore, a preschool education director's self-confidence may also be related to the strength of their ethical-aesthetic intuition. A competent leader analyzes events around them based on ethical principles and intuitively predicts outcomes, which reinforces their self-confidence and confirms their social status within the team. Moreover, existential responsibility, which involves concern for oneself, others, and the future of children, also plays a significant role. Leaders must create conditions for the professional growth of their subordinates and provide didactic tools for the psychological well-being, growth, and moral, ethical, and intellectual development of preschoolers. This requires existential responsibility, which involves concern for the environment and the fate of individuals. Successfully fulfilling these responsibilities further enhances the leader's self-efficacy and professional intelligence. Hence, correlations among these criteria were identified.

Significant positive correlations were observed between the "Self-Management" factor and "Reflection on Ethical-Aesthetic Situations" ( $r=0.40$ ;  $p\leq 0.05$ ) and "Altruistic (Self-Sacrificing) Feelings" ( $r=0.46$ ;  $p\leq 0.05$ ). Self-management is primarily related to self-understanding and analysis. If directors can analyze themselves morally, they can manage themselves in interpersonal relationships. In particular, in preschool education institutions, managing ethical situations with parents and educators, and ensuring the organization of developmental activities with children, reflects the strength of reflection in ethical and aesthetic situations and emotional maturity. An emotionally mature person can manage themselves and perform reflective analysis of social events. The level of self-management among preschool education directors is also influenced by their altruistic feelings in interpersonal relationships. Altruistic feelings, which resonate with universal human emotions, provide an understanding of the nature of people, especially the unique world of children. As a result, leaders communicate with children or various social groups in a calm and composed manner. Therefore, positive correlations among these criteria were identified.

No significant correlations were found between the "Index of Professional-Personal Qualities of Preschool Education Directors" and other criteria in Marlou-Crown's "Study of Moral-Ethical Responsibility Qualities" methodology. This indicates that while the moral development of preschool education directors is manifested in the context of professional formation, these characteristics exhibit individual traits.

Thus, the professional-personal qualities of preschool education directors are integrated with moral-ethical qualities, demonstrating that reflection on ethical-aesthetic situations, intuition, and altruistic feelings are crucial. The integration of social perception, communicative skills, self-efficacy, and self-management in these directors is of primary importance..

**Table 2**

**Correlation Results between the "Index of Professional-Personal Qualities of Preschool Education Directors" and the "Self-Assessment of Attitudes" Methodology (n=120)**

Factors	Social-Perceptive	Communicative ness	Self-Confidence	Self-Management Level
Sincerity	0,30*	0,45*	0,10	0,15
Self-Confidence		-0,10	0,34*	0,42*
Self-Management	0,35*	0,19	-0,13	0,29*
Reflection of Self-Relationship	0,11	0,01	0,47*	-0,10
Self-Acceptance	0,17	0,36*	0,14	0,33*

According to the correlation results between the "Index of Professional-Personal Qualities of Preschool Education Directors" and the "Self-Assessment of Personality" methodologies, the "Social-Perceptual" factor shows significant correlations with "Sincerity" ( $r=0.30$ ;  $p\leq 0.05$ ) and "Self-Management" ( $r=0.35$ ;  $p\leq 0.05$ ). These correlations indicate that the relationship of preschool education directors to themselves has a social character. This is because the social perception mechanisms of identification, reflection, and projection in interactions with teachers and parents of different ages, social statuses, and worldviews provide mutual sincerity, openness, and trust. Additionally, the reflexive aspect of social perception prepares the leader to manage themselves during communication. Therefore, significant correlations were observed between these factors.

Another important finding of the dissertation research is that the "Communicative" factor has significant correlations with "Sincerity" ( $r=0.45$ ;  $p\leq 0.05$ ) and "Self-Acceptance" ( $r=0.36$ ;  $p\leq 0.05$ ). Here, the specific communicative characteristics of leaders in interpersonal relations with dual effects align with the quality of sincerity, ensuring synchronous communication. Moreover, a significant aspect of the results is that the preschool education director influences the team through their communicative qualities, and based on the team's harmony and unity, is accepted as a leader and individual. This situation indicates that the leader evaluates themselves from a social perspective and accepts themselves. Therefore, positive correlations were observed between these factors.

It was found that the "Self-Confidence" factor in preschool education directors has significant correlations with "Self-Confidence" ( $r=0.34$ ;  $p\leq 0.05$ ) and "Self-Reflection" ( $r=0.47$ ;  $p\leq 0.05$ ). The confidence a leader has in their own abilities and knowledge is naturally related to their self-confidence. This is because a person's self-evaluation and their ability to accurately assess their own capabilities reflect boldness and self-confidence in interpersonal relationships and professional development. Moreover, a person's self-confidence also manifests in their positive

self-attitude. If a preschool education director positively accepts themselves as an individual and leader, and maintains a stable emotional relationship with themselves, they will rationally analyze their work and strive for success. As a result, their self-confidence and belief in their abilities will increase. Therefore, positive correlations were observed between these factors.

It was noted that "Self-Management" in preschool education directors has positive correlations with "Self-Confidence" ( $r=0.42$ ;  $p\leq 0.05$ ), "Self-Management" ( $r=0.29$ ;  $p\leq 0.05$ ), and "Self-Acceptance" ( $r=0.33$ ;  $p\leq 0.05$ ). At first glance, if a preschool education director has a strong internal structure for self-management, it is certainly determined by their self-confidence, self-management skills, and self-acceptance. This is because if a leader accepts themselves, analyzes their positive and negative aspects, strives for professional growth, evaluates criticism constructively, and maintains subjective well-being, it enhances their self-confidence. Their ability to predict situations based on their knowledge integrates internal regulatory processes with behavior and demonstrates management skills. This situation has an integrative effect on the director's ability to manage their behavior and emotions. Therefore, significant positive correlations were found between these factors.

No significant correlations were found between the "Index of Professional-Personal Qualities of Preschool Education Directors" and other criteria of the "Self-Assessment of Attitude" methodology. This situation indicates that while the professional qualities of preschool education directors are manifested and developed in the context of their self-attitude, the internal determinants of professional-personal qualities have a specific differential character.

Thus, the professional-personal qualities of preschool education directors are harmoniously manifested in relation to the individual's self-attitude. Among these qualities, the integration of sincerity, self-confidence, self-management, self-acceptance, social perception, communication skills, belief in one's own abilities, and the level of self-management is of a dominant character.

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