



Directions For Improving The National Model Of Personnel Training In The Preschool Education System

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Abstract

This thesis proposes a coherent set of directions for improving a national model of personnel training in preschool education. Building on developmental science, sociology of education, and policy studies, it argues that the quality of early learning hinges on a workforce whose initial preparation and continuing professional development are competency-based, clinically rich, and aligned with standards for process quality and equity. The paper synthesizes international evidence and contextualizes it within system-building logics: governance, funding, quality assurance, and labor-market alignment. It advances a framework in which teacher education is integrated with practice schools, mentoring, formative assessment literacy, inclusion, and multilingual pedagogy, while career pathways, remuneration, and leadership preparation foster retention and organizational learning. The results indicate that a modernized model requires curricular coherence across qualification levels, micro-credentialing for specialized skills, data-informed improvement cycles, and research-practice partnerships that localize global knowledge. The conclusion outlines actionable priorities for ministries, higher education institutions, and preschool providers to professionalize the workforce and secure equitable outcomes for children.

Keywords

Preschool education; personnel training; competency-based standards; clinical practice; professional development; quality assurance; inclusion; leadership.

Introduction

Preschool education has moved to the center of social policy because early experiences shape cognitive, linguistic, and socio-emotional trajectories with enduring consequences. Systems that expand access without upgrading workforce preparation often encounter fragile process quality, high turnover, and uneven inclusion. A national model of personnel training must therefore organize teacher education, professional standards, financing, and quality assurance around the developmental needs of children and the pedagogical demands of contemporary curricula. International research links qualified educators with richer interactions, stronger school readiness, and more robust equity effects, yet many countries still operate fragmented pathways and inconsistent clinical preparation. The present article formulates directions to modernize the national model so that it reliably produces, supports, and retains highly effective preschool professionals.

The aim is to articulate evidence-informed directions for improving the national model of personnel training in preschool education, specifying design features of initial preparation, continuing professional development, leadership formation, and enabling governance.

The study follows an integrative review design, synthesizing findings from developmental psychology, economics of education, and early childhood quality-assurance literature with guidance from international organizations. Sources include classic theories of learning and development, large-scale evaluations of preschool effectiveness, manuals and instruments for observing classroom interactions, and comparative policy reviews. The analysis codes convergent themes—competency standards, clinical practice, mentoring, inclusion, assessment literacy, leadership, and labor-market alignment—and derives system-level directions that are adaptable to diverse national contexts.

Improving the national model begins with a clear definition of what teachers must know and be able to do. Competency-based standards grounded in child development, language acquisition, play-based pedagogy, and socio-emotional learning provide a backbone for curricula across qualification levels. These standards should be expressed through observable practice indicators so that coursework, practica, and assessments converge on process quality rather than on time-served requirements. When standards are coherent, higher education institutions can map modules to competencies and ensure progressive mastery from certificate to bachelor and graduate levels without redundancy.

Clinical preparation is the engine of practical expertise. Partnerships between universities and designated practice preschools enable extended residencies under certified mentor teachers, embedding theory in authentic routines of planning, observation, interaction, and reflection. Candidates learn to transform everyday play into rich learning episodes, to scaffold vocabulary and narrative thinking, and to use developmentally appropriate formative assessment to adjust instruction. Clinical hours gain value when mentors are prepared and recognized, when observation tools are used for feedback rather than compliance, and when the school timetable protects coaching time.

Professional learning must continue beyond certification. A national model should integrate structured induction with coaching, peer observation, and communities of practice focused on interaction quality and child outcomes. Micro-credentialing can document specialized capabilities—inclusive education, bilingual pedagogy, trauma-informed practice, and digital media mediation—allowing educators to tailor growth to local needs while maintaining nationwide recognition. Such credentials should stack into higher qualifications to encourage career progression.

Inclusive and multilingual pedagogies are central rather than peripheral. Training must prepare teachers to differentiate instruction, collaborate with specialists, and partner with families, particularly where children with disabilities, linguistic minorities, or socio-economic disadvantage are prominent. Equity goals are realized when teachers possess both ethical commitment and technical skill to sustain participation, reduce bias, and monitor progress with valid, low-stakes tools. Formative assessment literacy is essential: educators gather observational data, interpret it responsibly, and plan next steps without resorting to inappropriate testing regimes.

Leadership development sustains organizational learning. Directors and methodologists require preparation in instructional leadership, data use, and change management. When



leaders understand pedagogy, they create schedules that preserve planning and coaching, align resources with instructional priorities, and cultivate cultures of inquiry. Distributed leadership roles—mentor teacher, lead for inclusion, assessment coordinator—anchor career ladders that reward expertise and stabilize staffing.

Quality assurance and labor-market alignment give the model its system character. Observation instruments focused on emotional support, classroom organization, and instructional support link professional standards to daily practice and enable feedback cycles at classroom and center levels. Funding formulas that recognize the cost of quality—especially for clinical practice, mentoring, and smaller groups—prevent unfunded mandates. Labor-market data on regional shortages, language profiles, and inclusion needs should shape admissions, scholarships, and placement policies so that training supply aligns with demand. Remuneration and status must reflect the complexity of early childhood pedagogy to attract and retain talent; otherwise, investments in training dissipate through turnover.

Research–practice partnerships localize global evidence. Universities, providers, and ministries can co-design improvement studies, trial micro-credentials, and calibrate observation tools to cultural and linguistic contexts. Publishing practitioner-led inquiries elevates teacher voice and ensures that the national model evolves with classroom realities. Digital platforms can knit these elements together by hosting curricula, observation protocols, anonymized data dashboards, and repositories of video cases that exemplify standards.

An improved national model of personnel training in preschool education rests on competency-based standards, clinically rich preparation, structured induction and continuing development, inclusive and multilingual pedagogy, and leadership capable of orchestrating organizational learning. Coherent quality assurance, adequate financing, and labor-market alignment secure the conditions under which preparation translates into stable process quality and equitable child outcomes. By integrating these elements through partnerships and data-informed feedback loops, ministries and providers can professionalize the workforce and realize the promise of early childhood education as both a public good and a foundation for lifelong learning.

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