

## **IMPROVING COLLABORATIVE WORK SKILLS OF PRESCHOOL EDUCATIONAL ORGANIZATION STAFF BASED ON INNOVATIVE MANAGEMENT METHODS**

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**Abstract:** This article examines the role of innovative management methods in improving collaborative work skills of staff in preschool educational organizations. The study focuses on participatory management, distributed leadership, and digital management tools as key mechanisms for enhancing professional interaction and organizational effectiveness. The relevance of the research is determined by the global demand for high-quality early childhood education and sustainable institutional development. The findings indicate that innovative management practices contribute significantly to strengthening teamwork, professional communication, and the overall quality of educational services.

**Keywords:** innovative management, preschool education, staff collaboration, educational leadership, organizational effectiveness, professional development.

Early childhood education is widely recognized as a foundational stage of lifelong learning. The effectiveness of preschool educational organizations depends largely on management quality and the level of collaboration among staff members. Contemporary educational reforms emphasize innovative management approaches that enhance professional interaction, organizational flexibility, and sustainable development. Therefore, improving collaborative work skills through innovative management methods has become a priority in educational research.

In recent years, the Republic of Uzbekistan has undertaken comprehensive reforms aimed at modernizing its preschool education system. The adoption of the Law “On Preschool Education and Upbringing” and the implementation of state development programs have significantly expanded access to preschool education and improved institutional management structures. As a result, the number of preschool educational organizations has increased substantially, including both public and private institutions, while the coverage of children aged 3–6 has grown to over 70 percent nationwide.

These rapid quantitative changes have generated new qualitative challenges, particularly related to management efficiency, professional cooperation, and staff competency development. In this context, innovative management methods play a

critical role in ensuring effective collaboration among educators, administrators, and support staff within preschool educational organizations in Uzbekistan.

This study adopts a qualitative research design aimed at examining the influence of innovative management methods on collaborative work skills among staff in preschool educational organizations. A qualitative approach was selected due to its effectiveness in analyzing complex organizational processes, professional interactions, and leadership practices within educational institutions.

The methodological framework is based on theoretical analysis, comparative analysis, and systemic synthesis. Theoretical analysis involved an extensive review of international scholarly literature on educational leadership, innovative management, and collaboration in early childhood education. Comparative analysis was applied to examine participatory management, distributed leadership, and project-based management models in terms of their impact on staff collaboration and organizational effectiveness.

A systemic approach was used to conceptualize preschool educational organizations as integrated systems in which management practices, professional relationships, and educational outcomes are interconnected. Data collection was conducted through document analysis of institutional regulations, strategic development plans, and methodological guidelines. Qualitative content analysis was applied to identify recurring themes and effective management practices. The validity of the findings was ensured through triangulation of international research sources and policy documents from UNESCO and OECD.

The findings demonstrate that innovative management methods positively influence collaborative work skills among preschool staff. Participatory decision-making increases professional engagement and shared responsibility, while distributed leadership encourages autonomy and initiative. Digital management tools enhance transparency, coordination, and communication within educational organizations. In the context of Uzbekistan, the introduction of digital reporting systems, electronic planning tools, and online professional communication platforms has contributed to more efficient coordination among preschool staff. Additionally, management practices focused on teamwork, mentoring, and collective professional development have strengthened collaborative culture within institutions. These measures have proven particularly effective in newly established and private preschool organizations, where flexible management structures are more actively applied.

The results correspond with international studies highlighting the importance of collaborative leadership and innovation-oriented management in education. Effective collaboration contributes to the formation of professional learning communities and organizational sustainability. However, successful implementation requires continuous professional development and supportive institutional culture. In

Uzbekistan, ongoing reforms emphasize the professional development of preschool educators through national training programs and cooperation with international organizations such as UNICEF and the World Bank. These initiatives support the development of innovative management competencies among preschool leaders and promote collaborative practices within educational teams. Nevertheless, challenges remain related to uneven management capacity across regions and the need for systematic implementation of innovative leadership models.

In conclusion, innovative management methods serve as an effective mechanism for improving collaborative work skills of staff in preschool educational organizations.

The integration of participatory leadership, digital management technologies, and systematic professional development enhances organizational effectiveness and educational quality. For the preschool education system of Uzbekistan, innovative management represents not only a tool for improving internal collaboration but also a strategic factor in ensuring the sustainability and quality of rapid institutional expansion. The findings of this study may inform future management strategies and policy decisions aimed at strengthening collaborative practices in preschool education.

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