

**PEDAGOGICAL CONDITIONS OF MECHANISMS FOR EVALUATION AND FEEDBACK OF
THE ACTIVITIES OF PRESCHOOL EDUCATION DIRECTORS**

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Abstract: *This article explores the evaluation system for preschool directors' activities and feedback mechanisms. By analyzing tools such as KPIs, surveys, and meetings, it demonstrates their impact on management development. Recommendations and KPI examples are provided.*

Keywords: *evaluation system, feedback, KPI, preschool education, management, pedagogical conditions.*

Regular evaluation of the performance of the director of a preschool educational organization by educators and parents helps to identify areas for improvement and development [1]. Effective mechanisms for collecting feedback include a questionnaire among parents and staff, holding regular meetings to discuss issues of management and development of the organization, and introducing a KPI system to assess the director's performance.

Regular evaluation of performance and receiving feedback are important aspects for improving the management of a preschool educational organization [2]. Effective feedback not only helps the director understand how his actions are perceived by educators and parents, but also provides valuable information for adjusting and improving management strategies.

The implementation of mechanisms for evaluating the performance of directors of preschool educational organizations and feedback is important for developing their managerial skills. This process allows directors to identify strengths and weaknesses in their work, optimize the educational process, and increase the overall efficiency of the organization. The following provides a more detailed overview of the process, practices in Uzbekistan, and international experiences.

Various methods are used to evaluate the performance of principals, including questionnaires, regular meetings, and a system of KPIs (key performance indicators). Questionnaires are an effective tool for collecting feedback from parents and educators. For example, annual surveys are conducted to determine the level of satisfaction of parents, which helps principals identify shortcomings in their work. In Uzbekistan, for example, in some preschool educational institutions in Tashkent, digital platforms are being introduced to assess the level of satisfaction of parents.

Regular meetings create an open environment for discussing issues of management and development of the organization. At these meetings, educators and parents can express their suggestions, discuss problems, and offer new ideas. In Uzbekistan, such meetings are organized by local educational institutions and help principals communicate effectively with their teams.

The KPI system allows for the evaluation of principals' performance based on clear and objective indicators. The KPI system is increasingly being used in preschool educational institutions in Uzbekistan. For example, the following indicators are used to evaluate principals' performance:

Parent satisfaction: Measured through questionnaires, it indicates overall satisfaction with the services of the organization.

Children's educational achievements: Assessing the level of development of children in specialized programs.

Staff turnover rate: Indicates the stability of teachers' work, which reflects the ability of the director to manage the team.

Effectiveness of implementing innovative programs: Measures the level of success of using new educational methods or technologies.

These indicators allow directors to identify successful strategies in their work and identify areas where improvement is needed. For example, after the introduction of the KPI system in some preschool institutions in the Samarkand region, the level of satisfaction of parents increased by 10-15%.

International experience uses advanced systems for evaluating the performance of directors. For example, in Finland, the performance of directors is evaluated through the 360-degree feedback method, which takes into account the opinions of teachers, parents, and even children. This approach allows directors to comprehensively analyze their work. In South Korea, digital platforms are used to evaluate the performance of directors, which facilitates rapid data analysis and decision-making.

In Uzbekistan, projects are being implemented in collaboration with international organizations, for example, UNICEF, to introduce such systems. For example, in 2023, digital assessment systems were tested in preschool institutions in Tashkent as part of a project funded by UNICEF. These systems allowed directors to collect and analyze feedback in real time.

Hold regular meetings: organizing meetings to discuss issues of management and development of the organization helps to create an open and trusting environment. At such meetings, each employee and parent can express their opinions, offer ideas, or express concerns about certain aspects of their work [3].

Implement a KPI system: Using KPIs allows you to evaluate the director's performance against clear, predetermined indicators. These can be indicators related to children's educational achievements, parents' satisfaction, the effectiveness of new

programs, etc. The KPI system helps to make work evaluation more objective and systematized [4].

For the director of a preschool educational organization, the introduction of a KPI system is an important tool for assessing and improving the quality of management and educational services. There are 10 key performance indicators that can be used in such a system: the level of satisfaction of parents, children's educational achievements, etc.

These indicators allow not only to assess the current effectiveness of the director of preschool educational organizations, but also to identify key areas for further improvement and development [5]. Advantages of regular evaluation and feedback: increasing managerial efficiency. The information obtained helps the director to timely correct managerial decisions and increase work efficiency.

Development of professional competencies: regular assessment encourages the director to continuous professional and personal growth, as well as to develop skills in solving complex management problems. Improving the quality of the educational process: based on the feedback received, changes and improvements can be made to improve the quality of education and the satisfaction of all participants in the educational process [6].

Thus, regular assessment of activities and collection of feedback are an indispensable tool for effective management of a preschool educational organization, contributing to the continuous improvement and development of the organization and its leader. The effectiveness of the assessment system can be measured, for example, by increasing satisfaction levels.

In conclusion, the pedagogical conditions of feedback and assessment strengthen managerial activities.

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