

MECHANISMS FOR FORMING A SOCIO-CULTURAL MANAGEMENT ENVIRONMENT IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract. The article examines mechanisms for forming a socio-cultural management environment in preschool educational organizations. The relevance of the topic is determined by the growing role of early childhood education in human capital development, the need to strengthen inclusive and value-based institutional culture, and the demand for leaders capable of managing communication among children, educators, families, communities and public authorities. The study uses a qualitative analytical design based on normative analysis, comparative review of international research, and model construction. The results propose an integrated mechanism consisting of diagnostic, value-orientation, communicative, organizational, partnership, digital-monitoring and reflective components. The article argues that a socio-cultural management environment should not be reduced to separate educational events; rather, it should function as a systematic managerial ecosystem that connects leadership culture, family engagement, staff professional development, ethical communication, local cultural identity and evidence-based decision-making. The proposed model may be used by preschool leaders, methodologists and professional development institutions to improve management quality in preschool education.

Keywords: preschool education, socio-cultural environment, educational management, leadership, competence, organizational culture, family partnership, digital monitoring, inclusive governance.

INTRODUCTION

In the context of global social transformation, preschool education is increasingly regarded as the first institutional space where a child encounters social norms, cultural values, communication models and collective learning practices. UNESCO emphasizes that early childhood care and education is not only



preparation for school but also a foundation for emotional well-being, lifelong learning, holistic development, gender equality and social cohesion. This idea is particularly important for countries that are modernizing preschool education while preserving national cultural identity, social solidarity and community-based educational traditions.¹

In Uzbekistan, the legal and strategic basis for preschool education has been strengthened in recent years. The Law of the Republic of Uzbekistan “On Preschool Education and Upbringing” guarantees every child the right to preschool education and upbringing. In addition, the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030 defines long-term priorities for expanding access, improving quality and developing institutional conditions for preschool education. These reforms require not only infrastructure and curriculum renewal but also a new quality of management culture inside preschool educational organizations.²³

The modern director of a preschool educational organization is expected to act not merely as an administrator but as a pedagogical leader, social mediator, organizer of institutional culture and coordinator of partnerships with parents, mahalla institutions and local stakeholders. OECD research on early childhood education and care leadership also shows that leaders need preparation, professional development, autonomy and support in order to strengthen quality practices in ECEC settings. Therefore, the formation of a socio-cultural management environment becomes an essential condition for improving the effectiveness of preschool organizations.⁴

The problem is that socio-cultural management is often understood narrowly: as cultural events, communication with parents, or moral-educational activities. However, in a contemporary preschool organization it should be interpreted as a comprehensive management mechanism that shapes the values, norms, interactions, professional relationships and inclusive climate of the

1UNESCO. Early childhood care and education [Electronic resource]. - URL: <https://www.unesco.org/en/early-childhood-education> (accessed: 30.06.2026).

2O'zbekiston Respublikasi Prezidentining 2019-yil 8-maydagi PQ-4312-son qarori 'O'zbekiston Respublikasi maktabgacha ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida' [Elektron resurs]. - URL: <https://lex.uz/docs/-4327235> (murojaat sanasi: 30.06.2026).

3O'zbekiston Respublikasining 2019-yil 16-dekabrda O'RQ-595-son 'Maktabgacha ta'lim va tarbiya to'g'risida'gi Qonuni [Elektron resurs]. - URL: <https://lex.uz/docs/-4646908> (murojaat sanasi: 30.06.2026).

4OECD. Results from TALIS Starting Strong 2024: Developing leadership in early childhood education and care settings [Electronic resource]. - URL: https://www.oecd.org/en/publications/results-from-talis-starting-strong-2024_20af08c0-en/full-report/developing-leadership-in-early-childhood-education-and-care-settings_27bca823.html (accessed: 30.06.2026).



institution. This article aims to substantiate mechanisms for forming such an environment and to propose a structured model that can be adapted to preschool organizations in Uzbekistan.

MATERIALS AND METHODS

The article is based on a qualitative research design. The methodological basis includes normative analysis, theoretical review, comparative interpretation of international approaches, and pedagogical modeling. Normative analysis was used to identify the state policy context of preschool education in Uzbekistan, especially the right of children to preschool education and the strategic objectives of system development. Theoretical review was used to synthesize ideas from sociocultural theory, organizational culture theory, educational leadership and competence-based professional development.

Vygotsky's sociocultural theory is important for the present study because it explains learning and development through social interaction, cultural tools and guided participation. In this perspective, the preschool organization is not only a place of instruction but also a social environment where children, adults and cultural practices interact. Bronfenbrenner's ecological systems theory also helps to understand preschool management as a multi-level process: the child develops within the interaction of family, preschool organization, community, local culture and policy environment. From the management perspective, Schein's concept of organizational culture is relevant because institutional behaviour is shaped by shared assumptions, values and visible practices.⁵⁶⁷

The empirical orientation of the article is analytical rather than statistical. The proposed mechanisms were developed through synthesis of three groups of sources: official documents regulating preschool education, international research on early childhood leadership and quality, and pedagogical studies on competence and professional development. Local scientific approaches to pedagogical competence, including the works of N. Muslimov and co-authors, emphasize the importance of social, professional, personal, technological, communicative and creative components of competence in educational activity. This approach supports the idea that the socio-cultural competence of preschool leaders should be studied as

⁵Schein E.H. Organizational Culture and Leadership. 4th ed. - San Francisco: Jossey-Bass, 2010.

⁶Bronfenbrenner U. The Ecology of Human Development: Experiments by Nature and Design. - Cambridge: Harvard University Press, 1979.

⁷Vygotsky L.S. Mind in Society: The Development of Higher Psychological Processes. - Cambridge: Harvard University Press, 1978.



an integrated professional quality.⁸

The following research questions guided the analysis: 1) What is the essence of a socio-cultural management environment in a preschool educational organization? 2) Which mechanisms are necessary for its formation? 3) How can these mechanisms be systematized into a practical model for preschool directors? The answers are presented in the Results and Discussion sections.

RESULTS

The analysis shows that a socio-cultural management environment in a preschool educational organization can be defined as a purposefully organized system of values, communication norms, leadership practices, partnership relations and cultural-pedagogical interactions that support the development of children, staff and families. It includes both visible components, such as events, communication channels and regulations, and invisible components, such as trust, shared expectations, ethical attitudes, respect for diversity and readiness for cooperation.

The first mechanism is diagnostic and analytical. It involves regular assessment of the organization's socio-cultural climate, communication quality, staff interaction, parental satisfaction, conflict situations and inclusiveness. Diagnostic tools may include surveys, interviews, observation cards, self-assessment forms for directors, and digital dashboards. The purpose is not to control staff mechanically but to identify needs, risks and growth points. Digital diagnostics can help leaders move from intuitive management to evidence-informed decision-making.

The second mechanism is value-orientation. A preschool organization needs clearly defined institutional values: respect for the child, family partnership, cultural sensitivity, professional ethics, transparency, inclusion and teamwork. These values should be reflected in internal regulations, staff meetings, methodological work, parental communication and everyday interactions. If values remain only in formal documents, they do not influence behaviour. Therefore, the director should translate values into daily management practices.

The third mechanism is communicative management. Social and cultural environment is formed through communication. The director should establish open, respectful and constructive communication among educators, assistant staff, parents and community representatives. Communication mechanisms include regular pedagogical councils, parent consultations, feedback platforms, conflict resolution

⁸Muslimov N.A., Usmonboeva M.H., Sayfurov D.M., To'rayev A.B. Pedagogik kompetentlik va kreativlik asoslari. - Toshkent: Sano-standart, 2015.



procedures, mentoring conversations and interdepartmental collaboration. Communication should be dialogic rather than directive; it should create psychological safety and shared responsibility.

The fourth mechanism is organizational and pedagogical coordination. It includes planning cultural-educational activities, integrating local traditions into the educational process, coordinating educators' methodological work, supporting inclusive practices and ensuring consistency between curriculum goals and institutional culture. In this mechanism, the director acts as a pedagogical leader who aligns administrative decisions with the developmental needs of children.

The fifth mechanism is family and community partnership. Preschool education is closely connected with family culture and local social environment. Therefore, the director should create structured cooperation with parents, mahalla institutions, health services, cultural organizations and local authorities. Family partnership should not be limited to meetings; it should include joint projects, parental education, community events, consultation services and shared responsibility for children's development.

The sixth mechanism is professional development of staff. A socio-cultural environment cannot be created only by administrative orders. It requires educators who understand child-centered communication, inclusive education, intercultural sensitivity, ethics and teamwork. Professional development may include workshops, peer learning, mentoring, reflective seminars and micro-training sessions. OECD studies stress that the professional learning of ECEC leaders and staff is closely linked with the quality of practices in early childhood settings.⁹

The seventh mechanism is reflective monitoring. At the end of each management cycle, the director and pedagogical team should analyze what has changed in communication, partnership, staff cooperation and children's social experience. Reflection allows the organization to improve continuously. Monitoring indicators may include parental involvement rate, number of collaborative activities, staff satisfaction, conflict reduction, inclusive participation of children, and the quality of pedagogical documentation.

TABLE 1. STRUCTURAL MECHANISMS OF SOCIO-CULTURAL MANAGEMENT ENVIRONMENT

⁹OECD. Results from TALIS Starting Strong 2024: Developing early childhood education and care staff expertise [Electronic resource]. - URL: https://www.oecd.org/en/publications/results-from-talis-starting-strong-2024_20af08c0-en/full-report/developing-early-childhood-education-and-care-staff-expertise_1e2a28b6.html (accessed: 30.06.2026).



Mechanism	Managerial content	Expected result
Diagnostic-analytical	Assessment of socio-cultural climate, communication quality, staff needs and parental involvement.	Evidence-based decisions and identification of growth points.
Value-orientation	Translation of institutional values into daily practices, rules and staff behaviour.	Shared ethical culture and coherent organizational identity.
Communicative management	Open dialogue, feedback, conflict prevention and collaborative meetings.	Trust, psychological safety and constructive interaction.
Organizational-pedagogical	Coordination of educational activities, inclusion and cultural content.	Alignment between curriculum, culture and management.
Family-community partnership	Cooperation with parents, mahalla and local organizations.	Extended educational support and social responsibility.
Professional development	Training, mentoring, peer learning and reflective seminars for staff.	Improved competence and quality of educational practice.
Reflective monitoring	Analysis of indicators and correction of management actions.	Continuous improvement of the socio-cultural environment.

DISCUSSION

The proposed mechanisms show that socio-cultural management environment is a multidimensional phenomenon. It is connected with educational leadership, organizational culture, social partnership and competence development. In practice, the main difficulty is that many preschool organizations continue to separate administrative management from pedagogical and socio-cultural work. As a result, cultural activities may be organized regularly, but they do not always transform communication, staff cooperation or institutional values.



A system approach requires that each mechanism be connected with others. For example, diagnostic analysis should lead to professional development; professional development should improve communication; communication should strengthen family partnership; family partnership should enrich the cultural content of the educational environment. If one mechanism is isolated, the model loses its effectiveness. Therefore, the director's role is to ensure coherence among all components.

The model also requires a shift from event-based management to environment-based management. Event-based management focuses on separate activities: holidays, meetings or reports. Environment-based management focuses on long-term cultural norms, staff behaviour, trust, inclusion and shared responsibility. This is especially important in preschool education because young children learn not only from planned lessons but also from the emotional and social atmosphere surrounding them.

Another important issue is the relationship between national cultural values and modern management principles. In Uzbekistan, mahalla, family involvement, respect for elders, collective responsibility and hospitality are important social resources. At the same time, contemporary preschool management requires transparency, child-centeredness, evidence-based planning, inclusive practices and digital monitoring. A socio-cultural management environment should integrate these dimensions rather than oppose them.

The proposed approach is also compatible with competence-based leadership. The director's socio-cultural competence includes cognitive understanding of social and cultural processes, communicative ability to build dialogue, managerial ability to coordinate stakeholders, ethical responsibility, and reflective capacity to evaluate institutional development. These components may be used as criteria for professional development programs for preschool leaders.

From a practical point of view, the implementation of the model can be organized in four stages. The first stage is initial diagnosis of institutional climate and stakeholder needs. The second stage is designing a socio-cultural development plan with measurable indicators. The third stage is implementation through communication, partnership and professional development activities. The fourth stage is monitoring, reflection and correction. Such a cycle corresponds to modern quality management logic and allows preschool organizations to improve gradually without overloading staff with formal tasks.



The limitation of the present article is that it provides an analytical model rather than quantitative empirical results. Future research should test the proposed mechanisms in selected preschool educational organizations, compare experimental and control groups, and evaluate changes in staff communication, parental involvement and management effectiveness. Nevertheless, the theoretical and methodological framework presented here can serve as a basis for designing diagnostic tools and professional development modules for preschool directors.

CONCLUSION

The formation of a socio-cultural management environment in preschool educational organizations is an important condition for improving the quality of management, strengthening family and community partnership, and ensuring a child-centered educational climate. The article substantiates that this environment should be understood as a systematic managerial ecosystem rather than a set of isolated cultural events.

The proposed mechanisms - diagnostic-analytical, value-orientation, communicative, organizational-pedagogical, family-community partnership, professional development and reflective monitoring - provide a structured basis for the practical activity of preschool directors. Their implementation can help create an institution where children feel safe, educators cooperate professionally, parents participate actively, and management decisions are based on values and evidence.

For Uzbekistan, the development of such mechanisms is especially relevant because preschool education reforms require not only expansion of access but also improvement of institutional quality and management culture. The socio-cultural approach allows preschool organizations to combine national values, inclusive communication, digital diagnostics and modern educational leadership. Therefore, the model proposed in this article can be used in professional development programs, methodological support systems and internal quality improvement plans of preschool educational organizations.

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