

**PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF ENCOURAGING
YOUNG SPECIALISTS IN PRESCHOOL EDUCATIONAL INSTITUTIONS**

Oktyabrova Sojida Oybek kizi

Master's student, Puchon University in Tashkent

Gaynazarova Gulbaxor Abdullayevna

PhD, Associate Professor, Puchon University in Tashkent

Annotation: This article analyzes the theoretical and practical aspects of encouraging young specialists working in preschool educational institutions. The leadership role of the director, methods of encouragement, and motivational mechanisms are examined. In addition, the importance of material and moral incentives in increasing the effectiveness of the pedagogical process is highlighted.

Keywords: preschool education, young specialist, motivation, leadership, encouragement, quality of education.

Today, reforms carried out in all branches of the education system, in particular in the field of preschool education, serve as an important factor in raising the future of the country and educating the young generation to become comprehensively developed. Indeed, preschool education is the first and most crucial stage in the formation of personality, when the child's initial worldview, moral norms, speech and thinking, and social skills are shaped. Therefore, the knowledge, skills, and abilities of specialists working in this system directly affect the developmental process of children.

In recent years, a number of state programs, decrees, and resolutions have been adopted in the Republic of Uzbekistan to develop preschool education, and special attention has been paid to this sector. In particular, the Presidential Resolution "On Measures to Further Improve the Preschool Education System" identified training specialists, improving their qualifications, and creating favorable conditions for effective work as one of the priority directions of state policy. This, in turn, further strengthens the relevance of attracting young specialists to the field, supporting their professional activities, and motivating them. Specifically, in recent years, the number of activities of a new generation of young specialists in educational institutions has significantly increased. Although they possess modern knowledge and innovative ideas, they may also face difficulties due to a lack of professional experience. At this point, the leadership activities of the preschool education institution director play a decisive role not only in managing the organization but also in ensuring the professional development and motivation of young specialists. The director's leadership position, support of their initiatives, and provision of material and moral incentives increase young specialists' dedication to the field, ensure their professional stability, and enhance efficiency. At the same time, creating a motivational environment for young specialists plays an important role not only in their professional growth but also in their personal development. The effective application of encouragement methods inspires teachers to strive for creativity, motivates them to engage in self-improvement, and prepares them to introduce innovations into their activities. Therefore, the motivational mechanisms applied by the director of a preschool education institution should be regarded as a crucial guarantee for improving the quality of education and the effectiveness of the educational process.

Supporting the professional activities of young specialists working in the preschool education system, motivating them, and providing continuous motivational assistance are among the most important factors in improving the quality of education today. Since young specialists are just starting their careers, it is natural for them to face many difficulties. These include lack of experience, problems with adapting to the team, lack of self-confidence, and difficulties in applying modern pedagogical technologies. From this point of view, one of the director's main tasks is to assist young personnel in their professional development and to increase their responsibility and interest in the educational process.

When motivating young specialists, material and moral factors should be applied in harmony. Measures of material encouragement include additional bonuses, monetary rewards, one-time financial assistance, and social benefits (for example, housing support, transportation expenses). Such incentives serve to value their work, acknowledge their initiatives, and provide economic support. However, limiting motivation to financial rewards alone does not lead to long-term stability in young specialists' motivation. Therefore, the director should pay special attention to moral encouragement as well.

Forms of moral encouragement include recognizing the achievements of young specialists in front of the team, awarding certificates of honor and letters of gratitude, promoting their work through social networks or local media, and treating them with respect in the team. Such recognition increases their love for the profession, strengthens their self-confidence, and inspires them to aim for higher achievements in the future. Furthermore, innovative approaches also play a significant role in motivating young specialists. For example, involving them in various projects and grants, engaging them as leaders in piloting new pedagogical technologies, providing opportunities to participate in scientific-practical conferences, and creating conditions for them to gain direct knowledge from experienced teachers through the "mentor-apprentice" system. Such approaches encourage young specialists to be active not only in the educational process but also in scientific and innovative activities.

The leadership activity of the director should not only be organizational management but also focused on creating a positive atmosphere in the team, fostering open communication, and developing sincere relationships. Young specialists should have the opportunity to freely express their opinions and seek advice from the director when problems arise. The director's fair and transparent evaluation system is also one of the important forms of motivation. Because when each young teacher feels that their work is valued, they become more responsible in their professional activities.

The personal example of the director also plays a significant role in motivational processes. The director's self-development, striving for innovation, and open communication with the team directly influence young specialists. In addition, fostering healthy competition in the team, sharing positive experiences, and providing mutual support are also considered effective tools of encouragement. The main goal of motivating young specialists is to strengthen their interest in professional activities, develop their creativity, encourage them to adopt innovative approaches in the educational process, and create conditions for their sustainable activity in the education system. Only by harmoniously combining material, moral, and innovative forms of encouragement can it be possible to achieve higher quality and efficiency in preschool education institutions.

The effective organization of young specialists' activities and the process of motivating them in the preschool education system is one of the most important conditions for improving the quality of education. Indeed, the skills, knowledge level, and professional motivation of teachers working

in preschool educational institutions directly affect the personality development of children. Young specialists often face a lack of experience, difficulties in adapting to the team, and challenges in effectively conducting the pedagogical process at the beginning of their careers. At this point, the leadership activity of the director plays a decisive role.

The combination of material, moral, and innovative motivational measures implemented by the director ensures the professional stability of young personnel. Material incentives strengthen their social protection, moral incentives enhance their professional pride and self-confidence, and innovative encouragement reveals the creativity of young specialists and inspires them to apply modern pedagogical approaches. Moreover, the director's personal example, openness to dialogue, and creation of a healthy environment in the team also enhance the effectiveness of motivation. When young specialists feel that their work is valued and their initiatives are supported, they work harder on self-improvement and bring new perspectives into the educational process. This, in turn, improves the quality of the educational process and contributes to the expansion of children's worldview.

By motivating young specialists, the director of a preschool educational institution not only increases the quality and efficiency of education but also lays the foundation for the sustainable development of human resources. Therefore, in the current reform process, supporting young specialists both materially and morally and helping them to realize their innovative ideas should be regarded as one of the most important priorities of state policy.

References:

1. Decrees of the President of the Republic of Uzbekistan "On Measures to Further Improve the Preschool Education System." – Tashkent, 2017–2023.
2. Azizxo'jayeva, N.N. Pedagogical Technology and Pedagogical Skills. – Tashkent: TDP, 2018.
3. To'xtaxodjayeva, M. Theoretical Foundations of Managing Preschool Educational Institutions. – Tashkent: Science and Technology, 2020.
4. G'afforova, G. Innovative Management Approaches in the Education System. – Tashkent: Teacher, 2021.
5. Vygotsky, L.S. Mind in Society: The Development of Higher Psychological Processes. – Harvard University Press, 1978.
6. Ingersoll, R. Teacher Turnover and Teacher Shortages: An Organizational Analysis. – American Educational Research Journal, 2001.
7. Çelik, V., & Kahraman, S. Leadership in Educational Settings: New Perspectives. – Ankara: Pegem Akademi, 2019.
8. Lam, B.H. Understanding Teacher Motivation. – Hong Kong: Springer, 2015.
9. Leontyev, A.N. Activity, Consciousness, and Personality. – Moscow: Progress Publishers, 1978.
10. Heckman, J. Skill Formation and the Economics of Investing in Disadvantaged Children. – Science, 2006.
11. Oktyabrova, S.O. (2025). Maktabgacha ta'lim tashkilotida yangi xodimlarni rag'batlantirishning samarali usullari. In Topical Aspects of the Development of Science and Society in the Era of Digital Transformation (pp. 174–180). III Intercollegiate Scientific and Practical Conference. ISBN 978-9910-563-06-5.
12. Oktyabrova, S.O. (2025). Direktor rahbarligida yosh mutaxassislarni rag'batlantirishning innovatsion usullari. Modern Education and Development International Interdisciplinary Research Journal. ISSN 3060-4567.

13. Oktyabrova, S.O. (2025). Direktorning rag'batlantirish strategiyalari yosh mutaxassislarning kasbiy adaptatsiyasini jadallashtirish omili sifatida. In Ta'lim innovatsiyasi va integratsiyasi International Scientific Journal. 27.08.2025.