



MANAGEMENT ACTIVITIES AND INTERNATIONAL EXPERIENCES IN EDUCATIONAL ADMINISTRATION

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Article history:	Abstract:
Received: 11 th April 2026 Accepted: 10 th May 2026	The article examines the improvement of mechanisms for using international experience in developing the competencies of education management managers. It analyzes modern approaches to developing strategic thinking, leadership, innovative management, digital competence, data-driven decision-making, and communication competencies among educational managers. The study employs systemic, competency-based, comparative, and integrative approaches, as well as comparative pedagogical analysis and structural analysis of competencies. The goal of this mechanism is to bring strong international methods together with local needs. It is also meant to set up support for ongoing professional growth for people who manage education systems.

Keywords: education management, education manager, managerial competencies, international experience, competency-based approach, educational management, pedagogical adaptation, strategic management, leadership, digital competence, mentoring, monitoring, continuous professional development.

INTRODUCTION

The effectiveness of the reforms being implemented in the education system today directly depends not only on the renewal of educational content and pedagogical technologies, but also on the modern professional competencies of leaders and managers operating in the education management system. Strategic thinking, leadership skills, management of innovative processes, use of digital technologies, making data-based decisions and the ability to adapt international best practices to national educational practice of heads of educational organizations are emerging as important requirements of modern education management.

In the Republic of Uzbekistan, special attention is paid to the issues of educational management and increasing the potential of managerial personnel at the level of state policy. In particular, the "National Program for the Development of School Education for 2022–2026", approved by the Decree of the President of the Republic of Uzbekistan No. PF–134 dated May 11, 2022, identifies "improving the quality of education based on advanced international practices" as one of the priority areas for the development of school education. This document sets out the tasks of fully implementing the National Curriculum, developed based on advanced international practices, in school education and developing modern educational models.¹

This approach also serves as an important basis for strengthening the skills of education management managers. This is because before introducing foreign experience into the education system, it must be studied and then analyzed. Then it is compared with national requirements. After that, the most useful parts are separated and prepared in accordance with practical conditions. Therefore, using international experience does not only mean updating the content of the lesson. It also serves to develop the professional skills of education management personnel.

Specific ways to increase the professional potential of heads of educational institutions are also specified in the Resolution of the President of the Republic of Uzbekistan No. PQ-231 dated June 21, 2024 "On additional measures to improve the system of continuous professional development of employees of preschool and school education organizations". The document establishes the issue of organizing advanced training for managerial personnel on the basis of management-oriented training courses. It also provides for the development of educational programs aimed at the formation of modern skills.

This resolution also directly addresses the issue of using international experience, providing for targeted sending of managerial and pedagogical staff of the A. Avloni National Institute of Pedagogical Skills and regional

¹ O'zbekiston Respublikasi Prezidentining 11.05.2022 yildagi PF-134-son "2022 — 2026-yillarda maktab ta'limini

rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida." farmoni, <https://lex.uz/uz/docs/-6008663>



pedagogical skills centers to foreign higher educational institutions for advanced training, as well as measures to organize advanced training courses involving trainers from advanced foreign organizations. It also sets an indicator for sending directors of secondary educational institutions for internships to leading higher educational institutions and schools in the world for the period until 2030.

It also aims to ensure the effectiveness of the system of continuous professional development of managerial, pedagogical and specialist personnel of preschool and school educational institutions, systematically improve their professional knowledge, skills and abilities, and widely apply the best practices accumulated in Presidential schools to secondary educational institutions.²

Another important legal basis aimed at institutionally strengthening the professional training of education management managers is the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 681 dated December 25, 2023. This resolution establishes the procedure for training candidates for the position of director of a state general secondary educational institution in management training courses and issuing them with a management certificate. The resolution introduces a system for forming a reserve of candidates for the position of school director from among candidates with a management certificate.

Based on this resolution, another procedure was introduced. Starting from September 1, 2024, school directors with a management certificate will be paid an additional 50 percent of their salary. For deputy directors, this figure is set at 30 percent.

This approach means that the management skills required in the direction of education management are gradually increasing. Also, this process is not just about the classroom. It is also driving change at the organizational and institutional levels.³

This approach means that the managerial skills needed in the direction of educational management are gradually increasing. Also, this process is not only related to the lesson. It also contributes to changes at the organizational and institutional levels.

At the same time, the Resolution of the President of the Republic of Uzbekistan No. PQ-231 dated June 21, 2024 established indicators such as attracting specialists from the reserve of management personnel of the preschool education system to management courses, attracting foreign specialists to short-term training courses, master classes and training sessions for management and pedagogical personnel. This indicates that the path is being chosen to introduce international experience into the system in order to support professional growth for educational leaders. At the same time, legal and organizational procedures are being developed to implement this.

Thus, in Uzbekistan, the path of using international approaches to train managers in education management and improve their professional skills is gradually being established. In this work, regulatory, legal and organizational issues are first regulated. However, bringing foreign experience without changes may not give the expected results. There is a reason for this: in each country, education management is based on a different model, the structure is different, the method of training personnel is different, and the educational policy is unique. Even the social and cultural environment is different. The purpose of the approach is not only to introduce experience. It aims to improve the professional skills of education management managers based on international sources. At the same time, it is necessary to check whether the experience fits the national system. It is determined which part can work. Then this direction is regularly updated and improved. Therefore, the issue of improving the ways of using international experience in developing the skills of education management managers is an important task both scientifically and practically.⁴

LEVEL OF STUDY OF THE PROBLEM

The issue of developing the competencies of educational management managers is widely studied in research in the areas of pedagogical management, educational leadership, professional competence, school leadership and educational quality management. Existing scientific works can be conditionally divided into

² O'zbekiston Respublikasi Prezidentining 2024-yil 21-iyundagi PQ-231-son "Maktabgacha va maktab ta'limi tashkilotlari xodimlarini uzluksiz kasbiy rivojlantirish tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi qarori, <https://lex.uz/docs/-7271575>

³ O'zbekiston Respublikasi Vazirlar Mahkamasining qarori, 25.12.2023 yildagi 681-son "Davlat umumiy o'rta ta'lim muassasalari direktori lavozimiga nomzodlarni menejerlik

o'quv kurslarida o'qitish va ularga menejerlik sertifikatini berish tartibi to'g'risidagi nizomni tasdiqlash haqida" <https://lex.uz/ru/docs/-6705811>

⁴ O'zbekiston Respublikasi Prezidentining 21.06.2024 yildagi PQ-231-son qarori "Maktabgacha va maktab ta'limi tashkilotlari xodimlarini uzluksiz kasbiy rivojlantirish tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" <https://lex.uz/docs/-6981085>



theoretical models of educational leadership, the structural structure of leadership competencies, professional standards and assessment criteria, training and continuous development of leaders, and comparative study of international experiences.

Among foreign researchers, the works of T. Bush play an important role in the development of the theory of educational management and educational leadership. The scientist systematized formal, collegial, political, subjective, uncertainty and cultural models of managing educational organizations and analyzed the relationship between educational leadership and management. The studies conducted by Bush and Glover examined the theoretical foundations of school leadership models and their forms of manifestation in practice [5].

These approaches do not limit the work of the educational manager to formal procedures. They can also be viewed from the perspective of leadership, how the organization grows, and from the perspective of decision-making and influence on the educational process. Thus, the activities of the manager cover more factors.

However, it should be said that these theoretical models serve more to explain the general ideas of leadership in education. A single and thorough mechanism for finding practical ways in different countries, separating the components into their constituent competences, and then gradually adapting them to a specific national education system has not been studied sufficiently separately. This issue has not yet been fully developed as a research topic.

K. Leithwood, A. Harris and D. Hopkins analyzed the effectiveness of school leadership based on an extensive international literature and identified key leadership practices that are repeated in the activities of successful school leaders. In their subsequent study, these conclusions were revised in the light of new empirical evidence. Researchers emphasize that, along with the content of leadership practices, the way they are implemented must be adapted to the specific context of the organization.

An important aspect of the studies of Leithwood, Harris and Hopkins is that they show the issue of the adaptability of leadership practices to the context. At the same time, in these studies, the issue of transferring international experience from one country to another based on a consistent technological algorithm such as "identification → analysis → diagnosis of national needs → selection of appropriate components → pedagogical adaptation → implementation → monitoring → re-improvement" was not considered as the main object of research [6].

P. Hallinger is one of the researchers who has had a significant impact on the issue of leadership in education, especially the direction of instructional leadership. His works have examined in detail how a school principal manages the educational process, ways to study instructional leadership, and issues of evaluating the work of the principal. Hallinger, having reviewed doctoral research lasting twenty or so years, summarized the ideas and methods used in studying the instructional leadership activities of principals.

Hallinger's research also serves as an important source for thinking about the competence of an educational manager. Among them, leadership aspects related to the quality of education and related to the pedagogical process are substantiated. However, since his research is more focused on instructional leadership, the issue of adapting some parts of international management experience to national conditions is not given special attention. That is, the direction of considering organizational, cultural, legal and institutional factors together is often not seen as the main goal [7]. A. Riveros and W. Wei write about how professional requirements for those responsible for education are formed and how competency systems are changing around the world. They compare the ways in which competencies for educational leaders are systematized in different countries, often with a critical approach. The authors do not just point out similarities between standards. They also show that these standards arise depending on social, cultural and political conditions.

These ideas are useful for our study. The reason is that it is possible to see the limitations of accepting competency standards as a single template that works the same everywhere. However, the texts of Riveros and Wei do not sufficiently explain at what stages international standards should be adapted to the national education system. Also, how to practically assess the growth of manager competencies after adaptation is not given as a separate model [8].

M. Lambert and Y. Bouchamma, having made a comparative analysis of the competency standards of school principals in Canada, Australia and the USA, found that most of the competencies in these standards are similar. At the same time, their study showed that some areas, such as technology, cultural diversity and personal and professional life balance, are not sufficiently reflected in the standards [9].

This study shows that the competencies of educational managers cannot be limited to simple management skills. It is also stated that digital knowledge and skills are also of particular importance. It is also indicated that the cultural environment should be taken into account.



Also, personal and professional growth factors are not ignored.

The central task of the study is to conduct a comparative review of the current criteria. The issue of comparing the identified competencies with the requirements of the Uzbek education system is considered as a separate issue. The development of a mechanism for organizing an adaptive development path based on them is also not included in the scope of the study.

I. Berkovich and R. Bogler analyzed international school leadership standards from the point of view of four imperatives of management - managerial, instructional, ethical and socio-political directions. Researchers showed that the processes of implementing leadership standards in countries are not the same and that in some cases there is a discrepancy between political standards and practical management activities [10].

This result is methodologically important for our study. Because it is not enough to simply copy international experience in the form of a ready-made norm or standard. Most importantly, it is also necessary to consider the extent to which it corresponds to practical management work.

However, our research did not develop an adaptive pedagogical mechanism that would address this difference and be appropriate for national conditions.

J. Larochelle-Audet, M.-O. Magnan, M. Potvin and E. Doré have conducted a comparative and critical analysis of the Quebec school principals' competency standards with other OECD education systems, focusing on the aspects of the competencies related to inclusion, equity and social justice [11].

These works show that the competencies of educational managers are related to the social and cultural context. However, the main focus of the research is on inclusion and equity issues, and the issue of transforming international experience into a technology for developing national management competencies is not singled out as a leading direction.

S. Liu, X. Xu, L. Grant, J. Strong and Z. Fang, who studied the Chinese experience, analyzed the professional standards and performance evaluation system of school principals and compared the Chinese national standards with the ISLLC standards in the United States. The researchers linked the similarities and differences in the standards to the national and cultural context. This approach shows the crucial importance of the national-cultural context in the adoption of international experience [12].

Russian researchers A. Sergiyenko and I. Sokolova conducted a comparative analysis of the programs for

training school leaders based on the requirements of professional standards with the experience of Russia, Great Britain, Australia, Sweden, the Netherlands and other countries. This study shows the possibilities of improving the content of training leaders based on international experience. However, even here, a single mechanism for selecting international experience based on the diagnosis of national needs and conducting pedagogical adaptation has not been formulated as a leading scientific issue [13].

Uzbek researchers are also conducting scientific research on the development of the competencies of educational management leaders. In particular, N. Ergasheva analyzed the theoretical foundations of the management competencies of heads of higher education institutions and covered such areas as strategic management, transformational leadership, activity approach, personal qualities and modern management [14].

N. Mirsolieva studied the issue of developing research competence of managers and teaching staff of higher education institutions. Although this area is important from the point of view of developing the scientific and research potential of managers, the issue of a comprehensive study of international educational management experiences and their integration into the mechanism of developing national managerial competencies has not been isolated as a separate research subject [15].

N. Umarova studied the role of communicative competence in the professional competence of heads of secondary educational institutions. The study focuses on the issues of effective communication and development of communicative competence of the leader. This approach serves to substantiate the communicative component of competence, but the issue of integrating communicative competence with the process of mastering international experience and adapting it to national conditions is not the main subject of this work [16].

Also, M. Akmalova and F. Askarova studied the pedagogical conditions for the development of managerial competence of heads of educational institutions, focusing on determining the essence and content of managerial competence, developing criteria for its assessment, and empirically substantiating the pedagogical conditions affecting its development. This study is directly related to our topic and creates an important scientific basis, especially from the point of view of determining pedagogical conditions. However, it does not develop a systematic comparative selection of international experiences, a separate diagnosis of



national needs, a step-by-step mechanism for isolating appropriate components of foreign experience and implementing them into practice after adaptation as a central object of research [17].

Recent studies have examined how the issue of strengthening the competencies of higher education leaders is being addressed abroad. Scientists both compare different experiences and explain them as modern models. In this work, leadership experience in the United States, Europe, and Asian countries is particularly mentioned. An approach to innovative management is also shown. In addition, attention is paid to skills related to management during a crisis. Based on this, recommendations are also given on adapting certain parts of foreign practice to the national higher education system.

Scientific gap arising from the analysis of research

The analysis of the above scientific works shows that existing studies have sufficiently investigated the individual components of educational management managers, such as leadership, strategic management, communicative activity, instructional leadership, innovative management, digital competence, and professional development.

Also, in the work on comparing international practice and professional standards, management approaches, qualification requirements and ways of training leaders of several countries are considered. However, when combining them into one guide based on different sources, some areas remain incomplete.

It can be said that the following questions are not sufficiently covered:

- What are the specific requirements for selecting international experience;
- How to determine in advance the management competencies needed based on international experience;
- How to show the difference between foreign experience and the requirements of the national education system;
- How to choose which parts of international experience are suitable for national conditions;
- Adapt the selected parts from the legal, organizational, educational and cultural aspects;
- Gradually introduce the adapted model into practice;
- Monitor the results during implementation through competency indicators;
- Update and adjust the model based on the results of the observation.

This direction indicates the scientific side of the research. The uniqueness of this work is that it is not limited to simply listing international experience or

comparing it across countries. On the contrary, it aims to adapt international experience to the national education system and create a comprehensive mechanism that will help to form competencies for educational management managers.

This approach is consistent with contemporary UNESCO analyses, which note that despite the widespread use of standards for educational leaders internationally, their practical application varies across countries and contexts, and that some standards do not sufficiently take into account contextual differences and the influence of Western models.

Therefore, this study proposes to interpret international experience not as a ready-made model, but as a continuous process based on diagnostics, comparative analysis, selection, pedagogical adaptation, practical implementation, monitoring, and re-improvement.

RESEARCH METHODOLOGY

Several directions were used in the study. These directions were related to a systematic approach. Competency and comparative approaches were also used. An integrative approach brought them into one content.

Several methods were chosen to study international experiences. First, a comparative-pedagogical analysis was carried out. Then, scientific sources were reviewed using the content analysis method. A structural analysis of competencies was also carried out. Then, comparisons were made with the requirements of the national education system.

The methodological basis of the study was also clearly defined. It specifically indicated the competence of the education management manager. This competence begins with interrelated knowledge. Then skills are added. Abilities are also taken into account. Personal qualities are also included. Practical experience is also included in this complex.

MAIN DIRECTIONS FOR USING INTERNATIONAL EXPERIENCES

International experience is useful in increasing the competencies necessary for educational management managers. In this way, it is not possible to copy the management models of other countries ready-made. The main task is to find their useful parts. Then these parts are analyzed and adapted to the national system. UNESCO's Global Education Monitoring Report 2024/25 clearly outlines the directions for educational leadership. It specifically mentions setting goals and prospects. It also mentions management focused on education. The issue of working with and training employees is also



included. The last part indicates the need to strengthen cooperation.

Based on this, based on international experience, several main directions can be indicated.

1. Developing strategic management and leadership competencies

The first part of international experience focuses on strengthening strategic thinking among education managers. Here, skills such as vision, setting organizational goals, and mobilizing the team in one direction are important.

In international practice, an educational leader is not limited to internal control. He or she creates a path for the future of an educational organization. Then he or she directs people to implement this path. UNESCO also emphasizes the role of vision in educational leadership. Therefore, a number of topics can be included in the training programs for managers in the national system. Modules such as strategic planning, SWOT or PEST analysis, strategic project management, and change management are suitable.

2. Educational quality management and instructional leadership

The second important area is the formation of leadership skills that will serve to improve the quality of education.

In OECD work, "instructional leadership" is mentioned as a leadership method that helps teachers develop professionally and change the teaching process. In this case, the leader works side by side with teachers. He takes time to give feedback. The school's professional development plan is also developed together. Lessons are also observed and a direction is determined based on observation.

In conclusion, when implementing international experience, managers should pay more attention to the following:

- monitoring the quality of education;
- reviewing pedagogical activities;
- providing useful recommendations to teachers;
- assessing educational outcomes;
- guiding the professional growth of teachers;
- developing the necessary competencies.

3. Digital management and data-based decision-making
In modern international experience, an education manager must be able to work with digital data and base management decisions on evidence.

In this direction, it is necessary to form the competencies of managers: data collection → processing → analysis → visualization → problem identification → development of management decisions.

The OECD TALIS study helps to compare the work of school leaders in different countries. It examines the professional development of leaders, school management, feedback and management styles. This data clearly shows international experience.

Such an approach can serve as a basis for improving the digital literacy of education managers in Uzbekistan, as well as strengthening practical skills in evidence-based management.

4. Innovation and change management

The education system is changing rapidly. The digital direction is gaining momentum. New teaching methods are also emerging. At the same time, the requirements for education services have also changed. In such conditions, managers need sufficient training in managing innovation.

Approaches tested abroad will benefit managers. These managers can learn:

- plan innovative ideas;
- test and evaluate new technologies;
- launch small pilot projects;
- managing resistance to change;
- integrating innovation into the organization's work.

It should also be said that foreign experience is not given as a ready-made rule or a ready-made solution. It serves as a resource used in innovative management.

5. Adapting international experience to the national-cultural context

The issue that requires the greatest attention in your article and gives greater scientific novelty is related to this area.

It is not right to simply copy international experience. It must be adapted. In this case, it is necessary to consider the following one by one:

- pedagogical side;
- institutional issue;
- legal requirements;
- social conditions;
- cultural factors;
- economic impacts.

The UNESCO report for 2024/25 also states that leadership training programs vary across countries. It is also noted that not all key areas of leadership are covered to the same extent. For example, only 18% of the programs reviewed fully covered the four key areas of leadership.

In this way, the purpose of using international experience is not only to study foreign experience. The main thing is to choose the right experience. Then it is compared. Then the situation is clearly assessed. After that, adaptation to national conditions is carried out. The result is put into practice and processed for further



work. If all this is connected in one way, its value increases.

In international practices, the issue of training educational managers is approached with a lot of thought and planning. It is not limited to theory alone. Exercises and models for practical situations are used in the training process. Mentoring is established. Professional groups and a network of cooperation are also important. Practical projects are given. In addition, continuous paths for professional growth are also provided.

In the example of Finland, it is especially shown what the head of an educational institution can rely on. It is important for the leader to be able to work independently. Pedagogical leadership is also taken into account. Professional development is made a continuous process.

In Singapore, there is a great deal of attention to gradually strengthening leadership skills. This includes procedures for training management personnel and organizing the professional growth of leaders.

In the UK, there is a strong focus on developing leadership skills for school leaders. School development plans and management methods that serve to improve the quality of education are actively used.

In the US experience, educational leadership occupies a special place. Such tasks as making decisions based on information, establishing cooperation, and managing the internal development of the organization are important.

In South Korea and other Asian countries, emphasis is placed on digital transformation. Mechanisms for managing innovation and monitoring the quality of education are also separately distinguished.

The main point in introducing foreign experience is not to copy the model exactly. It is necessary to adapt its useful parts to the requirements of the national education system.

Mazkur modelning afzalligi shundan iboratki, xalqaro tajriba tayyor shaklda emas, balki milliy sharoitga moslashtirilgan holda qo'llaniladi.

According to the results of the study, the following mechanism for developing the competencies of educational management managers can be proposed: This mechanism first helps to indicate the initial state. Then, the individual goal determines the further professional path of the manager. The necessary theoretical and practical knowledge is gradually formed through the module. After that, a practical project serves to test the learned competencies in real management work.

The mentoring and coaching process supports professional growth. Monitoring and evaluation allow us to understand how the results were achieved.

RESULTS AND DISCUSSION

The theoretical analysis conducted shows that the competency model of a modern educational management manager should not be limited only to administrative management skills. The manager should also have the competencies of strategic planning, human capital development, the use of digital technologies, management of innovative activities, and data-based decision-making.

Another important aspect was identified in the analysis of international experiences: although management models in different countries differ depending on the organizational structure and educational policy, a management approach aimed at improving the continuous professional development of the leader, leadership potential, cooperation and the quality of education is a common aspect. Therefore, the optimal form of using international experience in the conditions of Uzbekistan is an adaptive approach, in which universal elements of best practices are combined with the existing capabilities and needs of the national education system.

CONCLUSION

Professional training of management personnel is very important for the sustainable development of the education system. Today's education manager needs to strengthen himself in several areas. These include strategic thinking, team management, implementing new approaches, taking advantage of digital tools, collaboration and making decisions based on clear evidence.

Reviewing international experience can be a great support in developing these skills. However, it would not be right to copy experience ready-made. First of all, useful parts are isolated. Then they need to be adapted to the existing conditions in the country. Then they are introduced into practice gradually, step by step. This approach is also justified from a scientific point of view. The mechanism presented in the framework of the study can work as follows: diagnostics, then individual development, then modular training, then a practical project. The next step is mentoring. After that, monitoring is carried out, evaluation is carried out and, if necessary, corrections are made. In general, this process helps to systematically improve the professional skills of managers.



In further research, it will be useful to check how effective this model is. It will also be developed what indicators should be used to measure competencies. It is also advisable to conduct a mathematical and statistical analysis of the results of the experiment.

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