

**SPECIFIC FEATURES OF FOREIGN EXPERIENCES IN THE PRESCHOOL
EDUCATION SYSTEM****Xojimirzayeva Shaxnoza Shokir qizi**

University of Business and Science

nodavlat olivy ta'lim muassasasi o'qituvchisi

e.mail: shaxnozaxojimirzayeva@gmail.com

Abstract. Studying the best practices of foreign countries in the system of continuous education, we are convinced that each country has its own unique characteristics. We can see that these characteristics have in some way served the development and progress of those countries. This article describes the best practices of foreign countries in the system of continuous education, its current state, problems and opportunities.

Keywords: preschool transformation of the education system, education, foreign experiences, national education system, innovative approaches.

In the current globalization process, it is important to study international experiences at all stages of the education system, including preschool education, and adapt them to the national education system. By analyzing advanced pedagogical approaches in the field of preschool education of developed countries and integrating them into national curricula, there is an opportunity to improve the quality of education. As Saida Mirziyoyeva noted in her speech on the occasion of the International Day of Education proclaimed by the United Nations General Assembly, "The central focus of the Presidential reforms being carried out in Uzbekistan is on the issue of quality education, and the support of our international partners in achieving the desired results is very important for us." This idea shows that the role of global institutions in the transformation processes in the field of education is invaluable. Indeed, the successful development of the modern education system is unthinkable without the direct participation of international organizations. In this regard, Sh. Mirziyoyeva notes: "UNICEF, UNESCO, UNDP, IHRT, the World Bank and other organizations play an important role in the transformation of the education system of Uzbekistan." This once again confirms the relevance of the support provided by international organizations to the education system of our country and the opportunities to learn from them. This approach serves to improve quality through the implementation of international standards and best practices in the educational process. Therefore, Uzbekistan's promotion of educational reforms within the framework of global

cooperation should be considered an important factor in increasing the efficiency of the national education system.

I.V. Grosheva noted that “Preschool education programs pay great attention to natural science, ecology, elementary mathematical concepts, language teaching, early writing, physical, social and emotional development. Also, the role of highly qualified teachers is very important, they must understand the needs of children and work with them in cooperation.” In addition, for the effective functioning of the preschool education system, it is necessary to improve the quality of teaching, the professionalism of teachers and the adaptation of curricula. The application of practical principles appropriate to the stages of development in foreign experience, the integration of the basic educational standard and assessment systems serve to ensure the effectiveness of teaching.

President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted that “developing young people from an early age and creating educational conditions for them serves as a solid foundation for their full self-expression in the future. Therefore, the preschool education system of Uzbekistan should positively influence the development of children using foreign experience, modern pedagogical approaches and highly qualified teachers.” Also, an individual approach to the educational process, taking into account the needs of children, the introduction of methodologies and programs adapted to the level of development, will ensure the effective transformation of foreign experience in preschool education. This will not only increase the quality of education, but also help reduce deviant behavior among young people. Preschool education is an important stage in the intellectual, social and emotional development of children.

Looking at world experience, it can be seen that each country has formed its preschool education system in accordance with its social, cultural and economic conditions. For example, the Finnish education system is based on free play and creativity, while the Japanese preschool education system is based on the principles of moral education and development in harmony with society. The UK and the USA pay special attention to STEAM (science, technology, engineering, art and mathematics) areas in the preschool education system. In the process of implementing foreign experiences into the national education system, it is necessary not to directly transfer them, but to transform them by adapting them to national culture, mentality and traditions. Therefore, in the process of developing national methodological approaches, it is necessary to study advanced practices from international experience and improve them in accordance with pedagogical traditions. Also, the need to study foreign experiences in the



preschool education system, their specific aspects and issues of adaptation to the national system. Analysis of innovative approaches aimed at improving the quality of preschool education on the basis of international methodologies is one of the urgent issues of today, and this process allows us to modernize the national education system and achieve optimal results in the development of children. In particular, B.E. Parmonov in his research analyzed the advanced experiences of countries such as Great Britain, the Russian Federation, Japan and Germany in preschool education. As the author noted, "studying foreign experiences requires, first of all, a deep understanding of the psychological foundations of education. In particular, it is necessary to systematically study socio-cultural factors and pedagogical technologies that affect the development of children." In addition to this idea, the pedagogical experience of each country is based on national characteristics, and it is important not to directly adopt them, but to adapt them to local conditions.

I.G. Mamajonov and R. Mamatov, while studying the German education system, also highlighted some important aspects of preschool education. In their opinion, "the German education system places great emphasis on the social development of children, directing them to independent thinking and finding their place in society." Based on this view, it can be said that in the process of studying the German experience, a deep analysis of methodological approaches aimed at forming the personality of children is required. M.Kh. Kilichova analyzed the essence of the reforms implemented in the field of preschool education and upbringing and the specific aspects of studying foreign experiences. In her opinion, "studying the specific features of foreign education systems serves not only to modernize the pedagogical process, but also to further improve educational approaches." Agreeing with this opinion of the author, it is worth noting that when studying foreign experiences, not only the educational process, but also its institutional foundations should be taken into account. Thus, the above studies have covered various aspects of studying foreign experiences, which serve as an important theoretical and practical basis for improving the preschool education system. At the same time, the need to take into account their pedagogical, psychological and cultural aspects when studying foreign experiences, and to transform them while preserving national identity, remains a pressing issue for future research.

The preschool education system is formed in each country based on its social, economic and cultural characteristics, and the procedure for admitting children to kindergartens also varies in different countries. In accordance with Article 34 of the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing", children are divided into age groups

and organized into the following: the initial development group (1–3 years old), the younger group (3–4 years old), the middle group (4–5 years old), the older group (5–6 years old) and the preparatory group for school (6–7 years old). This system serves the consistent and gradual development of the preschool education system in Uzbekistan.

In the German preschool education system, children are admitted to kindergarten from the age of 4 months. “Emphasizing the specific features of the German preschool education system, it is noted that the principle of involving children in the social environment from an early age prevails. In German society, there is no concept that “children should be raised primarily by parents or grandparents.” For this reason, many German families strive to send their children to kindergarten from an early age. In Germany, there are different forms of preschool education, which are based on different pedagogical approaches.” In Japan, Italy and China, children are mainly admitted to kindergarten from the age of 3 M.Kh. Kilichova in her research “emphasizes that the preschool education system in these countries is more focused on social adaptation and moral education.” In particular, in Japan, the procedure for sending children to kindergarten is associated with the general values of society, and the mother is expected to pay primary attention to childcare. An article published on the Galitravel.ru website also notes that in Japanese society it is not accepted to send children to kindergarten too early and that only in cases of compulsion can children be admitted to childcare centers from the age of 3 months. In addition, in Japan, parents are required to provide official documents to place children in kindergarten, including a certificate confirming their employment and proof that there is no other person in the family who is engaged in childcare.

The difference in the age of admission of children to preschool educational institutions in different countries is associated with their socio-economic conditions and traditional values. While the Uzbek model has established a gradual education system based on standards established by the state, in Germany the involvement of children in preschool educational institutions at a very early age is mainly explained by the level of employment of parents. In Japan, Italy and China, it is considered desirable to admit children to kindergartens from the age of 3, and family values and the role of the mother in society remain of great importance in this process. Thus, the study of foreign experience shows that it is necessary to take into account the cultural characteristics of each society when improving the admission system to preschool educational institutions. In this regard, in developing the preschool education system of Uzbekistan, it may be appropriate to study the German experience of involving children in the social environment from an early age, and the Japanese experience of maintaining family values



and social balance. In our country, children are accepted into state preschool educational organizations from the age of three. Labor legislation provides for privileges for mothers whose children are under the age of three. In order to increase the coverage of preschool educational organizations and fully implement preschool preparation, our state has introduced relevant norms into the new edition of legislative acts. In particular, in accordance with the Law of the Republic of Uzbekistan "On Education", preschool education and upbringing also provides for one-year compulsory preparation for primary education for children aged six to seven. [Article 8] Now all children eligible for education from 6 to 7 years old in our republic are prepared for primary grades in state and non-state preschool educational organizations in a 1-year preschool preparatory group.

The preschool education system is formed in each country according to its national and cultural characteristics, and the processes of preparation for school are also organized differently. B.E. Parmonov, having studied foreign experience in his research, noted that the early start of preschool education in developed countries has a significant impact on the intellectual and psychological development of children. In particular, in Italy, children are prepared for school in state and private (Catholic) kindergartens from 3 to 6 years old, which ensures their smooth transition to the general education system. The experience of Great Britain, studied by I.G. Mamajonov, R. Mamatov, is also noteworthy, where the "Education Act" not only established educational standards, but also introduced a system for assessing the level of mental development of children upon admission to school. Therefore, in England, Scotland and Wales, compulsory education begins at the age of 5, and in Northern Ireland - at the age of 4, this is the earliest compulsory education system in Europe. In Singapore, the preschool education system is entirely based on the private sector. M.Kh. Kilichova, studying the Singaporean education system, noted in her research that there are no state kindergartens in this country, and preschool institutions are mainly managed by private organizations and religious foundations. In Singapore, children are admitted to kindergartens from the age of 3 and are taught subjects such as their native language, English, counting, reading, drawing, music and dance. This system ensures that children learn two languages from an early age and later become internationally competitive.

The study of international experience shows that in developed countries, the process of preparing for school begins much earlier and is strictly controlled by the state. While the UK model pays special attention to psychological preparation, the Singapore experience demonstrates the leading role of the private sector in the education system. In the Uzbek



experience, school preparation is carried out between the ages of 6 and 7. There is an opportunity to use the experiences of the UK and Singapore in improving the national education system of Uzbekistan. In particular, it may be appropriate to study aspects such as: - introducing a psychological preparation system from the UK experience, - applying the practice of teaching in two languages from an early age from the Singapore model, - establishing cooperation between public and private preschool educational institutions from the Italian model. Thus, there is a need to develop innovative approaches for the development of the Uzbek preschool education system based on international experience and form a national model.

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