



## **POSSIBILITIES FOR USING FOREIGN EXPERIENCE IN PRESCHOOL EDUCATION IN THE WORK OF EDUCATORS IN UZBEKISTAN**

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2nd year master's degree  
"Theory and Methods of Preschool Education"  
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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 1 <sup>st</sup> September 2022 <b>Accepted:</b> 1 <sup>st</sup> October 2022 <b>Published:</b> 4 <sup>th</sup> November 2022	The article "Possibilities of using foreign experience of preschool education in the work of educators of Uzbekistan" considers the possibility of using foreign experience in the development of the market of preschool education services in Uzbekistan. The analysis of the general indicators of the international preschool education market is given
<b>Keywords:</b> educational services market, pre-school education coverage level, early childhood education services, child, childhood, foreign experience, opportunities.	

The main task of the Uzbek educational policy in recent years has been to ensure the modern quality of education while maintaining its fundamentality and compliance with the current and future needs of the individual, society and the state [1].

Speaking about the current state of preschool education, it should be noted that, despite the difficulties it experiences, it managed to preserve the best traditions of the peoples of Uzbekistan. The pedagogical process covers all the main areas of child development (physical education, familiarization with the outside world, artistic and aesthetic, etc.), a system of measures is provided for the protection and promotion of children's health, the principle of complexity is observed, partial programs are used that combine various aspects of the pedagogical process. There are also new, non-traditional types of content for the work of a preschool educational institution: choreography and rhythm, teaching a foreign language, new technologies of fine art, computer training, familiarization with national culture, more emphasis is placed on creating conditions for independent experimentation and search activity of the children themselves. There is a transition to a different style of communication and play with the child, taking into account personality-oriented interaction [2].

The economic power of each country, raising the level of social and cultural life are determined by the competitiveness of the education system and the development of science. In the economy of developed countries, the educational services market plays an important role, since the level of knowledge and skills of personnel through educational services is one of the

most important factors in improving the quality of the labor market.

A characteristic feature of modern preschool education in Russia, the USA, Germany and Japan is the diversity of approaches to the upbringing and education of children. This is largely due to the position of state bodies in relation to preschool institutions:

- determine the main directions of state policy in the field of education, develop standards and put forward general requirements for preschool institutions wishing to obtain a license and additional state funding;
- give general recommendations and define the main provisions of preschool education programs, however, these recommendations are not rigid and can be filled with a variety of content [7].

The main tasks of modern German teachers are to promote the harmonious emotional, social, intellectual and physical development of children, their personal growth. Teachers educate in a child such qualities as self-confidence and self-confidence, high self-esteem, special attention is paid to the social development of children, they form their skills of positive behavior in society, organize the activities of children to learn about the world around them.

The "situational approach" prevails in the organization of the pedagogical process. The emphasis in it is on the social development of children and creating opportunities for them to expand and enrich their social experience in the process of communicating not only with their peers, but also with older and younger children, as well as with family members of the children of the group, with neighborhood children and residents of the microdistrict. Educators mainly use methods of individual work or work with small groups



of children. The main characteristics of the "situational approach" include: learning based on real life situations, the close relationship between free play and children's learning, planning the content of the educational process based on situational analysis - "open planning". It seems very important to us that the functional principle of organizing a developing and learning environment proposed by the authors of this approach contributes to the expansion of the "living space" of children of different ages and their joint activities.

Despite the uniqueness and special uniqueness of Japanese culture and traditions, as well as the originality of the Japanese mentality, Japan also has a variety of approaches to the upbringing and education of preschoolers. In the late 1980s, the approach aimed at forming the group consciousness of small Japanese gained some fame in the country. A supporter and one of the active propagandists of this approach, the founder of the Tokyo Society for the Study of Preschool Education, Professor Inui Takashi emphasizes that the spiritual development of a child should be focused on the formation of socially useful values. He and his supporters advocate an upbringing that encourages the desire of children to act together on the basis of their common interests. The main task of educators is to be constantly next to the child and assist him in development, controlling this process.

The attitude of Japanese educators to their work deserves special attention; it is distinguished by an exploratory character. A clear understanding of the goal, analysis of the situation, isolation of problems, planning of actions and constant reflection - a reflection of events and results. In his work, the Japanese educator proceeds from the fact that effective teaching it is possible only when they do not "teach", they help to "learn".

And the main thing here is to create or use the situation of "presence of a motive". Of particular interest from the Japanese experience is the content of training. In addition to traditional subject education, it includes disciplines whose task is to teach socially useful behavioral skills, including the skills of analyzing one's own actions, perceiving other people, communicating, organizing one's own and group activities. The subject of special concern of Japanese educators is the formation of a group and group consciousness.

In modern kindergartens in Germany, the main thing in educational work is the development of speech, child personality, social education and play. In kindergarten, children, as a rule, spend time only until lunch, and in the afternoon they are at home, with their family. Meanwhile, there are kindergartens and children's institutions with an extended day. Today in

Germany, more than 30% of children from three to six years old attend kindergartens [6. -c. 149].

Preschool education in England. By the end of the First World War, preschool institutions in England were clearly divided into those providing care, health care and physical development (day nursery) and putting forward the tasks of comprehensive development, training and education (nursery schools and classes). In 1919, day nurseries were transferred to the subordination of local social welfare authorities, nursery schools remained under the control of local public education authorities [5- p. 281].

In preschool institutions, an adult supports the child in learning, helping him to master and use the educational, developmental and cultural space around him to the maximum. According to the modern English specialist in the field of preschool pedagogy T. Bruce (T. Bruce, 2005), the key to the interventionist approach when working with young children lies in the concept of "cooperation" (or interaction) between an adult and a child, and, as a result, balance of activities carried out by each of the equal participants in the educational process [5-p.283].

It is important that an adult does not dominate, for example, when talking with a child, but there is an exchange of thoughts and feelings, a state of mutual continuous mental activity is maintained. All three concepts influenced not only the historical development of English preschool education, but can also be traced in the formation of new approaches to the development of the content of education at the present stage.

Preschool education in China. All kindergartens in China are quite large and can accommodate up to 270 children on average, which perfectly meets the requirements of the state, due to severe overcrowding. At the same time, in one kindergarten, a different schedule can be observed for each child individually. So some of them attend kindergarten only during the day, from 8:00 am to 6:00 pm, and some even go home only on weekends. This, as a rule, is connected with the work schedule of parents and is not very common among the population, since only about 5% attend kindergartens in this way [3- p. 99].

The day itself in kindergarten is well planned, starting with breakfasts that start at 8:30, and ending with organized group games and listening to patriotic stories and songs. On Mondays, each child is waiting for a mandatory health check.

In kindergartens, they began to wean themselves from selfishness, where young children are taught from the first years to be strict with themselves, control their own desires and be part of a team. All any



individual traits of children are not considered innate and therefore are not encouraged.

In developed countries, much attention is paid to the early childhood education program, as well as the knowledge and skills (certificates) of specialists working in them, since specialists providing services for the care, education and training of children are their first teachers. Therefore, in the system of preschool education, teachers are required to have education and skills at the highest level. As is known from the scientific studies that have been done so far, quality educational services from childhood have a significant impact on the future success of the child [4.- 58–76. ]. The main directions of preschool education and upbringing are the mental, social, psychological and physical development of the child.

In the educational system of Uzbekistan, one can note the emergence of non-traditional educational institutions, alternative mass schools, and kindergartens. They are characterized by such features as the specificity of the goals and content of education; voluntariness in the choice of parents and their children of an institution of a certain orientation; relative administrative independence; a special atmosphere and moral climate that contribute to a better adaptation of the child, his multilateral development [7].

Alternative educational institutions are also kindergartens and schools by R. Steiner, or the so-called Waldorf schools, on the model of which educational institutions operate in 25 countries of the world, including elements of this education are also used in Uzbekistan.

Created in the early 20s. 20th century on the basis of religious and philosophical teachings (anthroposophy), the pedagogical concept of Rudolf Steiner (1861–1925) was aimed at the spiritual development of the child's personality, revealing his abilities with the help of special exercises. The core of the concept of education is the labor, artistic, theatrical activities of the child. There are no stable curricula, programs, textbooks in the Waldorf school; there is no strict regulation of the life of students. Children study without grades, they have no fear of expulsion, repetition. Families of pupils are actively involved in the work of Waldorf schools.

In Russia, Waldorf schools and kindergartens appeared only in the late 80s and early 90s. On the initiative of one mother of many children, in 1987 a home kindergarten was established. And in 1991, a seminar was opened in Moscow to train Waldorf kindergarten teachers. At the same time, the first kindergartens and schools began to open in Moscow, St. Petersburg, Yaroslavl, Samara and other cities.

Waldorf pedagogy is one of the notable phenomena in modern pedagogy.

Using the best practices of the market of preschool education developed

countries in the system of preschool education in Uzbekistan gives the following positive results:

- quality and affordable pre-school education services will be expanded;
- a clean competitive environment will be created in the market of preschool education services;
- Parents' satisfaction with the quality of preschool education will increase;
- Enrollment in pre-school education will increase.

The above early childhood education services play an important role in the early detection and further development of a child's abilities. Also, depending on the abilities of the child, career guidance at the stage of preschool education will allow children to become stronger personnel in the future.

In conclusion, it should be noted that the effective introduction of preschool education services from developed countries into the education system of Uzbekistan will lead to further development of the preschool education market in our country and the formation of a clean competitive environment in the country. Modern research shows that in a competitive market, consumers are offered cheap and high-quality educational services. Of course, we hope that this development will provide ample opportunities for the succession and continuity of the education system in the country, as well as for entering the world market of educational services.

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