



## Development And Improvement Skills Preschool Education in Uzbekistan: Trends And Current State

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**Abstract:** This article analyzes the activities of preschool educational institutions in Uzbekistan. It is noted that due to the creation of a healthy competitive environment among state and non-state preschool educational institutions in the republic, phased coverage of children with preschool education is being carried out.

**Key words:** state and non-state preschool educational institutions, educator-teacher, quality of education, legal base, material and technical base.

Аннотация: В данной статье анализируется деятельность дошкольных образовательных учреждений в Узбекистане. Отмечается, что за счет создания здоровой конкурентной среды среди государственных и негосударственных дошкольных образовательных учреждений в республике осуществляется поэтапный охват детей дошкольным образованием.

Ключевые слова: государственные и негосударственные дошкольные образовательные учреждения, воспитатель педагог, качество образования, правовая база, материально-техническая база.

At a time when the process of globalization is gaining momentum all over the world, the development of society through high-quality education of young people, which is the main support in mastering modern knowledge and technologies, in putting them into practice, is of particular importance. Based on this, the scientific analysis of the development of the education system, transformations in this area and existing problems becomes one of the most important tasks facing various branches of science.

A number of leading scientific centers and universities in the world conduct scientific research on the development of personal and creative abilities of students and students, stimulating their independent thinking, the transition



from traditional to modular education, focusing on professional activities, involving them in independent work in the learning process. In this regard, the conclusions drawn on the basis of international research on the results of the introduction of experience into the field that has proved itself in practice, serving to improve the quality of education, are important.

After Uzbekistan gained independence, large-scale reforms began to be carried out in the education system, as in all spheres of society. In this process, along with the achievements, a number of shortcomings and problems were identified. "We must give a decent education to our younger generation, stimulate their interest in science and knowledge. It is necessary," the head of state stressed, "to develop the pre—school education system, strengthen the material and technical base of secondary and higher education institutions, and radically improve the quality of scientific and educational processes" [1]. To improve the quality of education and bring it to a new level, a number of measures have been implemented in the republic, and state programs have been adopted. Regional and regional peculiarities of the development of this sphere are of great importance in studying the implementation of reforms in the education system.

Without detracting from the achievements of the Soviet period, it is necessary to dwell on a number of problems and shortcomings that existed in the field of education. In particular, it is obvious that by the 1980s the education system in the republic began to lag behind the requirements of the time. This is clearly seen when comparing educational achievements in the former Soviet republics. For example, in 1988, Uzbekistan ranked 11th among the Union republics in terms of coverage of preschool-age children. In addition, academic failure among school students has become a common occurrence. This is due to their frequent involvement in cotton picking and other agricultural work. Such compulsory labor activities took 3-4 months of the school year. This left Uzbek students far behind the level of world standards and made it impossible for them to assimilate modern knowledge.

Another disadvantage of the education system in the Soviet period was its insufficient financial support. In addition, Soviet education turned out to be isolated from world standards, advanced world experience was not introduced into the system [3]. This, in turn, caused the republic's education system to lag behind the level of modern requirements.



After Uzbekistan gained independence, along with the search for solutions to pressing problems in the education system, special attention was paid to strengthening the legal framework in this area. To this end, the “Law on Education” was adopted in 1992 [4]. State programs for the development of educational areas have been developed and put into practice. Special attention was paid to the development of the national system, based on the study of the experience and achievements of advanced educational models of the countries of America, Europe and Asia. As an example, state support for youth education in developed countries can be noted.

From the first years of independence, a new type of preschool educational institutions began to appear in Uzbekistan. These include “Honadon bogchasi” (“Home garden”), “Maktab bogchasi” (“School kindergarten”) [5]. Much attention was paid to the development of personal qualities of educators. However, if we critically assess the activities of preschool educational institutions in the first twenty—five years of independence, we can see that they were far from the level of modern requirements in both quantitative and qualitative terms. “The first task concerns the sphere of preschool education, — noted the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, - We must frankly admit that we missed this crucial piece of work.” [6] Indeed, if we turn to statistical data, the coverage of preschool educational institutions for children from 1 to 6 years old in the republic decreased from 35.1 percent in 1991 to 17.3 percent in 2016 [7]. During the years of independence, one of the main reasons for the sharp drop in the enrollment of children in preschool educational institutions was the reduction in their number. If 9834 pre-school educational institutions operated throughout the republic in 1991, by 2016 their number had decreased to 5,138, that is, during these years the number of pre-school institutions decreased by 47 percent.

If the reason for the annual reduction in the number of preschool educational institutions, the deterioration in the quality of the educational process, on the one hand, was a lack of attention to this area, limited economic opportunities, on the other hand, this was due to the irresponsibility of local officials, the low level of knowledge and qualifications of educators working in this field.

At the same time, as a result of insufficient allocation of funds from the republican budget, lack of funds in the field, many preschool educational institutions have ceased their activities. In particular, in the early 2000s, hundreds of such institutions could not function in the districts and cities of the



republic due to lack of funds. Due to the lack of funds, there were problems with providing kindergartens with food. For example, in 2006, due to a lack of financial resources, preschool educational institutions instead received only 83.5% of meat, 72.2% of butter, 65.6% of granulated sugar, 76% of potatoes and vegetables.

The low level of knowledge of teachers and educators working in this field, as well as shortcomings in the material provision of preschool educational institutions, also caused them to lag behind and not meet modern requirements. Thus, providing children with toys necessary for the educational process was only 50%.

In general, despite the achievements in the country's education system in the years before independence, it did not develop in accordance with the requirements of the time. After gaining independence, the reform of the republic's education system began. Due to the uneven approach to various levels of education, preschool educational institutions began to lag behind in their development. This situation is most clearly manifested in the activities of preschool educational institutions in all regions of the republic.

In recent years, the Government has been paying great attention to the development of this industry. In order to effectively implement reforms in this direction, the Ministry of Preschool Education and its territorial administrations in the regions were established by the relevant Decree of the President of the Republic. Moreover, in 2017 alone, over a hundred preschool educational institutions were reconstructed and built, and about 200 kindergartens were overhauled [11]. The phased implementation of these works was reflected in the plans of the following years.

A number of events are being held to complete this industry by educators with higher education. In particular, special correspondence departments have been opened in universities of the republic, as well as the training of teachers-educators in branches of foreign universities.

Fundamental changes in the system of preschool educational institutions have affected their quality and quantity. Thus, at the beginning of 2020, there were 13,500 pre-school educational institutions operating in Uzbekistan. In 2019, the Ministry of Preschool Education brought the coverage of children to 52 percent against 37.7 percent in 2018 [13]. Taking into account advanced foreign experience, conditions are being created for the intellectual, moral, aesthetic and physical development of preschool children. Due to the creation of a healthy



competitive environment among state and non-state preschool educational institutions in the republic, phased coverage of all children with preschool education is carried out, tax benefits and preferences are provided, subsidies from the budget for rational forms of education and upbringing of children are allocated.

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