



REFORMS IN THE FURTHER IMPROVEMENT OF THE SCHOOL EDUCATION SYSTEM AND THEIR PRACTICAL EXPERIENCE

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Abstract: *In this article, normative documents on improving the preschool education system in the Republic of Uzbekistan, as well as the practical experience of foreign countries such as Russia, are covered.*

Key words: *education, upbringing, preschool education, development, features of the preschool education system, foreign experience, reform.*

INTRODUCTION

The education system in our country is always under the attention of the state. Comprehensive measures have been taken to organize an effective preschool education system aimed at ensuring the formation of a healthy and comprehensively developed generation. Currently, this sector is being deeply reformed. As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, stated in his report at the extended meeting of the Cabinet of Ministers, which included the main results of the socio-economic development of our country in 2016 and the most important priority directions of the economic program for 2017, "In previous meetings, education and science The state of affairs in the field of science, implementation of the state's youth policy, introduction of new, modern methods of education, including information and communication technologies, was analyzed. Since the implementation of urgent tasks in this regard is of strategic importance for the future of our youth, society and country, the work in this field is assigned to the Prime Minister personally. The first task is in the field of preschool education. In order to fulfill this task, during this year, a number of important documents were adopted by the head of our state on the improvement of preschool education as an integral, primary part of the continuous education system.

It is known to further improve the preschool education system, strengthen the material and technical base, expand the network of preschool education organizations, provide them with qualified pedagogic personnel, fundamentally reform the level of preparation of children for school education, and implement modern educational programs and technologies in the educational process. In order to create conditions for intellectual, moral, aesthetic and physical development, the decision of the President of the Republic of Uzbekistan dated December 29, 2016 "On measures to further improve the preschool education system in 2017-2021" PQ 2707 was adopted. The creation of conditions for intellectual, moral, aesthetic and physical development of children, taking into account advanced foreign experience, is among the main objectives and directions of the "Program for further improvement of the preschool education system for 2017-2021" approved by this Decision.



The decision of the President of the Republic of Uzbekistan dated September 9, 2017 "On measures to fundamentally improve the system of preschool education" PQ 3261 indicates the existing systemic shortcomings, the reasons that prevent the full implementation of the state policy in the field of preschool education, including:

- firstly, the current state of pre-school education management does not allow timely identification and elimination of systemic problems and the development and implementation of modern innovative technologies in the non-state sector in this field;

-secondly, lack of public-private partnership mechanisms aimed at attracting investments in the field of preschool education, establishing social preschool education organizations, re-equipping them materially and technically, and applying advanced pedagogical technologies;

- thirdly, the current state of the infrastructure and material equipment of preschool educational organizations does not allow to ensure full coverage of children with preschool educational institutions, the growth of the country's population has led to overcrowding of some preschool educational institutions;

-fourthly, preparation of educational and methodical materials and fiction literature reflecting national cultural-historical values and arousing interest in reading books from childhood, and introducing them into the activities of preschool educational organizations do not meet modern requirements;

- fifthly, the fact that the current system of personnel training and retraining could not provide the field of preschool education with highly qualified specialists who are able to solve the issues of raising children and all-round development at a professional level;

-sixthly, the low level of the financial incentive system for the employees of pre-school educational institutions does not allow to attract qualified personnel;

- Seventhly, deficiencies in the organization of the work of regional health care bodies on providing medical services to children in pre-school educational organizations lead to a decrease in the effectiveness of preventive measures to protect children's lives and health, and to ensure their healthy nutrition.

According to this Decision, the commission for critical study of the preschool education system and development of proposals for its further improvement is established, and among its main tasks, the following are defined:

- review of state requirements for the organization of quality preschool education, taking into account advanced foreign experience in the field of effective development of preschool children;

- current practice and advanced abroad

after studying the good experience, introducing a simplified procedure for licensing the activities of non-state preschool educational organizations, preparing proposals for improving their organizational legal forms.

Further expansion of state and non-state networks of pre-school education organizations, creation of conditions for healthy competition between state and non-state pre-school education institutions and introduction of new forms of pre-school education organizations under the conditions of public and private sector partnership.



Also, in order to ensure the effective organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan, the decision of the President of the Republic of Uzbekistan dated September 30, 2017 "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan" PQ No. 3305 was adopted. As stated in this Resolution: "...Today, the issue of fundamentally improving the activities of preschool educational institutions, increasing the coverage of preschool children, creating a modern system in all aspects, having studied the advanced foreign experience, remains urgent." This Decision envisages the implementation of a wide range of measures in order to eliminate existing problems in the reform of the preschool education system. In this regard, it is determined to effectively organize the process of improving the qualifications of pedagogues and managers, using modern pedagogical and information technologies, advanced experience of foreign countries, and providing educational institutions with highly qualified personnel with modern knowledge. The experience of several foreign countries is analyzed below.

Features of the preschool education system of the Russian Federation. The state policy in the field of education is based on the ideas of humanism and democracy reflected in the country's constitution and law on education. In these documents, it is shown that education is the process of training and education of a person aimed at the benefit of the state, society and the individual. The idea of providing the opportunity for education even for the youngest children appeared in 1918 after the creation of the "Regulation on the Uniform Labor School". The first teachers for a child are his parents. They should educate children physically, intellectually and morally from infancy. According to the model regulations, children's educational institutions are divided into five types:

- kindergartens that consider it important to implement one or two areas of development;
- compensatory kindergartens aimed at competent correction of children whose psyche deviates from the norm;
- Kindergartens where fitness exercises are conducted with children under the supervision of an educator;
- kindergartens where general development, health and compensation groups are concentrated in various options;
- early childhood development centers are kindergartens where children can get healthy, acquire new knowledge and skills, and receive spiritual support.

Some results show that 75% of English pedagogues think it is inappropriate to use external motivation to make children interested in learning (for example, a form of competition between children). Such a position is based on scientifically based information. For example, in the research of M. Lepper and D. Green, an example of rewarding preschool children for drawing is given. After that, the children did not want to draw in their free time, but wanted to draw for a reward. In other words, children's internal motivation is lost and its place is replaced by external motivation.

Almost all educators believe that it is necessary to use meaningful role-playing games, drawing and making things to diagnose the level of children's development and mental



formation. How to work as a tutor? In order to get permission to work in a kindergarten, you need to prepare separately. Only 20% of educators have a bachelor's degree. To become a teaching assistant or a nanny, they must study a special 15-hour training program.

Preschool education system in Germany. German law provides for the right to free preschool education. Children can be taken to kindergarten from the age of 4 months. Many Germans enjoy this right. In Germany, grandparents, who are the representatives of the older generation, retire after the birth of their grandchildren, and there is no concept of obligation towards them. Therefore, parents are forced to send their children to kindergartens and nurseries. There are various forms and types of preschool education organizations. The most interesting types of kindergartens are as follows:

1. Waldkindergarten (from German Wald water - forest, Kindergarten - kindergarten). The idea of creating such kindergartens started in Scandinavia. Often such gardens are located in the forest. Children are always outdoors, studying trees and other plants, making different things from natural materials. Teach children to love and protect nature is closed.

2. Bauernhof kindergarten (from the German word Bauernhof - farmer's yard, Kindergarten). Such nurseries are located on farms, farms or on land close to them. As long as the children are strong enough, they help the farmers in feeding the animals, growing vegetables and fruits in the fields and gardens.

CONCLUSION

In conclusion, it should be noted that continuous study of the preschool education systems of foreign countries, analysis of their advanced experience and development of concrete measures to adapt them to the conditions of our republic will make it possible to improve the preschool education system of our country.

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