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## THEORETICAL AND METHODOLOGICAL BASES OF USING FOREIGN EDUCATIONAL EXPERIENCES IN THE DEVELOPMENT OF PRESCHOOL EDUCATION

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### Abstract

The article analyzes the regulatory documents on the improvement of the preschool education system in the Republic of Uzbekistan and the practical experience of foreign countries such as Great Britain and Japan.

**Basic words and concepts:** preschool education, characteristics of the preschool education system, foreign experience.

As stated by the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech at the extended meeting of the Cabinet of Ministers, dedicated to the main results of socio-economic development of our country in 2016 and the most important priorities of the economic program for 2017, new, modern methods of education have been introduced. Implementation of urgent tasks in the field of development is of strategic importance for the future of our youth, society and country. Accordingly, the first task is to develop the field of preschool education. In order to fulfill this task, a number of important documents on the improvement of preschool education as an integral, primary link of the continuous education system were adopted by the head of our state this year. Further improvement of the preschool education system, strengthening of the material and technical base, expansion of the network of preschool educational institutions, provision of qualified pedagogic personnel, radical improvement of the level of preparation of children for school education, modern approach to the educational process. In order to implement educational programs and technologies, to create conditions for all-round intellectual, moral, aesthetic and physical development of children, the President of the Republic of Uzbekistan on December 29, 2016 "Measures to further improve the preschool education system in 2017-2021" Decision No. PD-2707 "on" was adopted. Among the main objectives and directions of the "Program for the further improvement of the preschool education system for 2017-2021" approved by this decision, taking into account advanced foreign experience, children should be educated in all aspects intellectually, morally, aesthetically and creation of conditions for physical development is established. Also,

the systemic deficiencies in the decision PD-3261 of the President of the Republic of Uzbekistan dated September 9, 2017 "On measures to fundamentally improve the preschool education system", the full implementation of state policy in the field of preschool education the reasons preventing the increase are indicated. According to the decision, a commission for critical study of the preschool education system and development of proposals for its further improvement was established, and its main tasks include the following:

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

- after studying the existing practice and advanced foreign experience, introducing a simplified procedure for licensing the activities of non-state preschool educational institutions, preparing proposals for improving their organizational and legal forms.

In order to ensure the effective organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan, 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" No. PD-3305 the decision was made. In this decision, in order to eliminate existing problems in the reform of the preschool education system, the decision envisages the implementation of large-scale measures, including the effective organization of the process of improving the qualifications of pedagogues and managers, in which modern pedagogical and information technologies, foreign countries use of advanced experience, provision of educational institutions with highly qualified personnel with modern knowledge.

Among the main tasks and directions of activities of the Ministry of Preschool Education of the Republic of Uzbekistan, its territorial divisions, it is established to create conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children, taking into account advanced foreign experience. . The experience of several foreign countries is analyzed below.

Preschool education in Great Britain.

Great Britain is a country of unique culture and traditions. The English education system is one of the best in the world and British education programs meet the highest standards. Pre-school education in Great Britain was created based on the movement of voluntary assistance to the children of poor working families. In 1816, Robert Owen opened the first kindergarten in Scotland for the children of his factory workers. At the beginning of the 20th century, on the initiative of the McMillan sisters, several kindergartens were opened, where care was taken for the health and good nutrition of children from low-income families.

In 1988, the Law "On Education" came into force, which established not only educational standards, but also a basic assessment of the level of mental development of children at the time of admission to school. In 1996, preschool education became a priority only after the adoption of the law on the preschool education system. The main purpose of its adoption is to improve the quality of education in kindergartens, raise educational standards, and increase funding for early education. Within the framework of the proposed system, a specific curriculum is established, and its implementation must meet the requirements of the state education system of the preschool educational institution. Special attention is given to children with special needs and for whom English is not their first language.

Despite the fact that pre-school education for 3-4-year-old children in England is recognized as one of the best in Europe, by the beginning of the 90s of the last century, only 20% of children in Great Britain used it. By 1997, there were no private preschools in the UK, but now there are more than 20 of them.

Kindergartens are financed by the state only after state registration. Inspections of kindergartens are conducted by independent experts, and the results are published in public media.

It should also be noted that preschool educational institutions in Great Britain do not have the same educational standards. In the UK, teaching is generally child-centred rather than subject-centred or teacher-centred. This approach is based on the history of English education, and its development was influenced by Rousseau, Frebel, and Montessori. They believed that the child's individuality should be developed and independence should be protected. The main goals of preschool education: to meet the needs and interests of each child, to respect the differences between children. It is assumed that the child has an inner desire to study, is curious and energetic by nature. Teaching should be carried out during the game proposed by the child. The main task of the teacher is not to teach the child, but to support the game, to provide him with various materials for research.

No more than 25 children are educated in groups of English kindergartens (the number of teachers and children is equal to ten). In an English kindergarten, children work independently for a long time, and the teacher monitors them from the outside. Only 15% of the total time is allocated to group teaching under the guidance of a pedagogue. Such training is conducted in small groups of children of the same level of development. In this way, the rule of taking into account the development of children of preschool age is used in practice. Almost all educators believe that meaningful role-playing games, drawing and making things should be used to diagnose the level of development and mental formation of children.

How to work as an educator? In order to get permission to work in a kindergarten, it is necessary to prepare separately. This preparation consists either of

three years of basic and one additional year of study, or four years of study in various educational structures. 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. This type of study can be done in a growing number of educational associations. The advantage of the specialist training system in Great Britain is that it is highly practical.

The preschool curriculum in Great Britain not only emphasizes the general learning process, but also places special importance on the child's reading and numeracy skills. Specific skills and knowledge of 4-5-year-old children in six areas of development were determined:

- personality;
- social emotional;
- communicative;
- awareness;
- mathematician;
- physically;
- creative.

Preschool children need to play a lot, but the demands on knowledge of literature and mathematics are high, so there is no time for play. For example, when it comes to literacy, five-year-olds should know:

- identifying sounds at the beginning and end of words;
- distinguish between sounds and letters;
- say all the letters of the alphabet;
- reading simple words and sentences;
- write your name;
- use phonetics knowledge in writing simple words.

Such goals lead to the creation of high-tech programs.

Preschool education in Japan.

The following popular saying about the method of raising children in Japan can be cited: "A child under 5 years old is a king, from 5 to 15 years old - a slave, and after 15 years old a person with equal rights." Different interpretations of this phrase are found in other nations. A child's life is divided into several periods, and in the first period, the child fascinates everyone, they take care of him and caress him. When the child grows up, in addition to enjoyment, responsibility for his actions and a number of obligations appear. After reaching a certain age of maturity, yesterday's child becomes today's member of society with equal rights and equal status. All this is observed in the Japanese education system.

The history of the development of the education system, including preschool education, goes back to the Meiji period of the distant past. In 1876, the first kindergarten was opened in Japan for the children of wealthy families. The purpose of

opening kindergartens was to create an environment of interaction that helps children develop mentally and physically.

Of course, the mother's role in raising a child is different, but children's communication with their peers, educators, playing together and working together gives the opportunity for results that cannot be achieved at home, that is, for their healthy and social development. The state-level preschool education system became widespread only after 1961. Today, virtually every Japanese child attends a kindergarten or child care center.

Kindness and love towards children is one of the important aspects for Japanese society, and the main and important source of such love is a woman. Until recently, in Japanese families, women were considered to be the protectors of their families, caring wives, and loving mothers, and it was their duty to bring up children well. Recently, the situation has changed, Japanese people are marrying late, and many women want to work or are forced to work. Nevertheless, most Japanese mothers raise their children at home until the age of 3, and then send them to kindergartens for socialization.

In Japan, preschool education is carried out in the following institutions:

- kindergartens, childcare centers;
- kindergartens;
- special institutions for the disabled.

Although pre-school education is not compulsory, nurseries and kindergartens are in high demand and it is necessary to act earlier to place a child in a kindergarten. On average, 25,000 children stand in line to be placed in kindergarten. In Japan, a child can be sent to kindergarten at the age of three or, more often, at the age of four. After 3 years of pre-school education, the child is admitted to primary school.

It is possible to send a child to a nursery (child care center) from the age of three months, but such a situation is very rare among Japanese people, because the mother must have a very serious reason to place a child in a nursery at such an age. Also, such a woman is not considered a good mother by society. The opinion of others is important for the Japanese.

In Japan, only children whose parents work are admitted to kindergarten. For this, the parent will need to provide the municipality with a certificate from the workplace and documents that there is no other family member looking after the child. Child care centers are engaged in child care activities and do not provide educational programs.

The issue of placement of a child in a pre-school education institution, regardless of the institution (public or private), is decided by the municipality. Parents who apply to the city authorities will be given an atlas showing the location of kindergartens. This atlas shows the scheme to get there, the number of places in the preschool. Parents can go to the kindergarten earlier, talk with the educators and choose

the kindergarten they like, but the decisive result is determined by the municipality, and if there is a free place, the parents are allowed to send the child to the kindergarten (kindergarten). permits.

The child can be taken to the kindergarten from any month of the year, but the number of free places increases by April 1, because at this time some of the children who graduate from kindergartens go to primary school. Japan's preschool education system includes the following types of institutions:

- belongs to the state, municipality, prefecture;
- private.

There are also kindergartens at schools and institutes. That is, the future learning process is determined for children from the kindergarten age. Such a specialized kindergarten student will have the opportunity to enter a prestigious school and later a university. In forming a bright future for their child, parents approach the choice of preschool and educational institutions with a logical policy. This process begins with placing the child in a prestigious kindergarten, then elementary school, then the best secondary school, and continues until the child reaches adulthood. As a result, in order for the child to have a suitable profession and receive a suitable salary, parents should spend a lot of money on the child's education from birth. If the family does not take the child to kindergarten for some reason, then the mother herself should teach him all the necessary knowledge to prepare him for school.

80% of Japan's pre-school education system consists of private kindergartens and childcare centers. The difference between state-owned and private kindergartens is not great. The system and approach to the educational process in both types of institutions is carried out in accordance with the "Basic Law on Education" adopted in 2006. In this case, the payment money for raising a child in a state-owned or private kindergarten is determined depending on the parents' income, that is, the higher the family's income, the higher the kindergarten fee. On average, payment is made from 100 USD for low-income families to 500 USD for wealthy families. The age of the child is also taken into account in day care centers, i.e. the younger the child, the higher the fee. However, private kindergartens are more expensive and include an entrance fee in addition to the monthly fee, which can go up to \$1,000. At the same time, you will have to pay for uniforms, which are mandatory for all kindergartens. Each kindergarten has its own uniform, which must include uniforms, skirts, dresses, hats and backpacks. Uniforms are mandatory.

In Japan, the number of children in groups in a preschool educational institution is also different, it can be from 8 to 40-50 people. Preschool hours in Japan vary. For example, public kindergartens have two forms:

- is a full-time kindergarten, according to its schedule, the kindergarten works every day and on Saturday (half day). Children whose parents work more than 4 hours

a day are admitted to such a kindergarten. In such kindergartens, the working hours start from 8 in the morning and until 5 in the evening, you can pick up the child whenever you want. For an additional fee, it is possible to watch the child until 7 o'clock in the evening.

- kindergartens of the second type, these are kindergartens that accept children for half a day. In unexpected circumstances, for example, after a severe storm warning, parents are required to pick up their children from the preschool.

In kindergartens, educators keep a diary, write down the activities of the child during the day and present it to the parents. For example, how the child ate, how he slept, how he felt, etc. The process of child education is carried out in the joint cooperation of the pedagogue and the parents. But it should also be noted that the pedagogue (educator) is the initiating party in this process. And it, in turn, can show the shortcomings and mistakes made by parents in the upbringing of children, and parents should not only take this into account, but also use it as a guide in the future.

Pedagogical teams of preschool institutions train parents on the method of raising children, and regularly hold parent meetings. Children's mothers often communicate with each other and form "mothers" committees that solve various issues, and also participate in sports days, observation days and other events held in children's institutions. Nevertheless, first of all, the upbringing of Japanese preschoolers begins at home. It is parents who instill certain moral methods in their children, teach them to be kind, courteous, compassionate and independent by their actions. A mother's love for a child is very high, and the loss of a mother's good relationship is more terrible for him than the highest punishment. In Japanese families, a child is usually never punished or told "no". Instead, in the family, an expression is used, which means that your father, mother, or someone else may be offended by this action. Similarly, for the purpose of education, it is possible to tell the child that someone does not like what you do. And this "someone" makes the Japanese feel that he is with him throughout his life, and public opinion is very important to the Japanese.

In the process of teaching children to interact and social development, the educator creates separate small groups - "han". In these groups, children learn the skills of mutual exchange and independence. Children are taught to express their opinion by listening to the opinions of other participants in the group and taking their opinions into account. Children create comfort and order in their groups, collect and take care of flowers, and even prepare food for themselves. In this way, children are taught to act in groups.

When disagreements or conflicts arise between children, the teacher does not intervene immediately, because the child himself must learn to resolve the conflict, and this will help him become stronger. In Japan, teachers and groups are often changed during preschool education. This is necessary to teach the child to live in society

without getting used to the same people and the same conditions. Children learn to write and read at school, but the main purpose of attending kindergarten is to socialize the child.

In Japan, preschool education includes five areas, which are:

- social relations;
- health, safety;
- language;
- environment;
- express feelings.

In Japan, preschool education teaches children how to behave in the family and in society, how to trust themselves, and how to acquire new skills. The principles of preschool education in Japan are aimed at creating a healthy, independent, well-rounded, educated member of society who loves his culture and his Motherland.

In kindergartens, educational programs are also taken into account, in addition to writing and reading, children are taught to sing, sports competitions are held, and they are taken on regular walks. The purpose of holding these events is to develop children's sense of harmony and living in a community. The goal of going on a regular day trip with the team is to teach the child endurance and explore the surrounding area. Japanese children love nature very much and feel deeply. Perhaps, that is why there are many national holidays and festivals dedicated to various trees and natural phenomena in Japan. Japanese children, who are taught to love beauty and feel nature from a young age, live with these feelings for life.

In conclusion, it is worth saying that studying the preschool education systems of foreign countries, analyzing their advanced experience, and developing concrete measures to adapt them to the conditions of our republic will make it possible to improve and modernize the preschool education system of our country.

In addition, comparing the preschool education system of Japan and Uzbekistan, I came to the conclusion that the process of involving parents in education in kindergartens in Japan is at a very high level. It is very difficult for our parents, who drop off their children in kindergarten in the morning and pick them up in the evening, to get used to the order in Japanese kindergartens, because there is a need for regular participation and active participation of parents in child education.

Today, in order to further improve the system of preschool education, expand the network of preschool educational institutions, provide qualified pedagogic personnel, and further improve the level of preparation of children for school education, modern education in the educational process of foreign countries it will be appropriate to study programs and technologies and their implementation. Through this, we can achieve further development of the preschool education system in our country.



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