

ON THE SCHOOL EDUCATION SYSTEM OF FOREIGN COUNTRIES

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АННОТАЦИЯ. Ушбу мақолада мактабгача таълим тизимининг хориждаги ўқринишлари ҳақида бўлиб, унда Буюк Британия, Франция, Италия, Япония, Пуэрто-Рико, Гонгконг давлатларининг боғчалар фаолияти ҳақида умумий маълумотлар берилган. Мақолада Франция давлатининг оналик мактаби деб аталувчи таълим масканига алоҳида тўхталиб ўтилган.

Калит сўзлар: оналик мактаби, мустақил ҳаракат, дўстона муносабат, таълим-тарбия жараёни, бобо ва бувиларнинг тарбияси, табиат билан танишув.

АННОТАЦИЯ. Данная статья посвящена обзору системы дошкольного образования за рубежом, в ней дана общая информация о деятельности детских садов в Великобритании, Франции, Италии, Японии, Пуэрто-Рико и Гонконге. Статья посвящена образовательному учреждению под названием школа материнства французского государства.

Ключевые слова: родильный дом, самодеятельность, доброжелательное отношение, воспитательный процесс, воспитание бабушек и дедушек, знакомство с природой.

ANNOTATION. This article is about the overview of the preschool education system abroad, it provides general information about the activities of kindergartens in Great Britain, France, Italy, Japan, Puerto Rico, and Hong Kong. The article focuses on the educational institution called the motherhood school of the French state.

Key words: maternity school, independent action, friendly attitude, educational process, upbringing of grandparents, acquaintance with nature.

It is known that as the age of the child grows and the possibility of independent action increases, his worldview of things and events around him expands. In the process of getting to know the world of objects around him, a child of preschool age seeks to have a direct practical relationship with these objects. In this case, it is characteristic that the child, out of his thirst for knowledge, strives to have a practical relationship not only with the things around him that are within his reach, but also with the things that belong to adults, that are beyond his power, and beyond his limits. For example, a child wants to drive a car or a tram, ride an honest horse, become a pilot, fly an airplane, and become an honest policeman. Naturally, the child cannot satisfy any of these needs in a real way.

In recent years, in our country, great importance has been attached to the use of

foreign experience of educational processes in children's MTM. In a preschool educational institution, children should fully use all the created opportunities.

Setting new goals for the school led to a radical change in the content of mathematical education at MTM. As a result of the reforms, the tasks, contents, forms and methods of education and upbringing of children are fundamentally changing.

One of the goals of teaching children mathematics and improving the educational process in preschool education is the development of mathematical concepts in children. In order to develop children's mathematical concepts, it is necessary to know the features and laws studied in pedagogy, philosophy, logic, psychology and a number of other fundamental sciences. Mathematical knowledge in children makes it possible to study the world in a deeper and fuller way without being separated from life. In this, the idea that children have before mathematical concepts is of great importance. Each innovation is preceded by an idea, and then this innovation also tries to understand a general method to prove the results it has produced and to generalize this result. The process of solving mathematical problems at its core requires independent thinking. The level of development of mathematical concepts varies from person to person. Its formation requires constant training. These exercises begin with family and preschool education. Each independently solved problem, structured problem, and independent overcoming of the difficulties encountered in the process of solving the problem builds resilience and develops creative abilities.

According to some scientists, the high level of novelty of the product of development of mathematical concepts is expressed by the uniqueness of the process of achieving it and significant impact on mental development. Some authors believe that the child's different thinking encourages him to independently solve new problems in front of him, quickly acquire deep knowledge, and easily move to a convenient opportunity.

In this article, we tried to provide information about the preschool education system of some foreign countries, education of children in kindergarten, kindergarten age.

In most developed countries, children are admitted to preschool educational institutions from the age of 3, just like in our own kindergartens. But the process of education and upbringing is different in different countries. For example, the system of cooperation with parents in our kindergartens is not well established. Educators rarely work with parents. Most of the parents are busy with government work and cannot spare much time for their children. He entrusts his child completely to the guardian. If parents are equally involved with the child at home, in the future scholars such as Ibn Sina, Beruni, Farabi, Khorezmi, Alisher Navoi, Babur will appear among our generations.

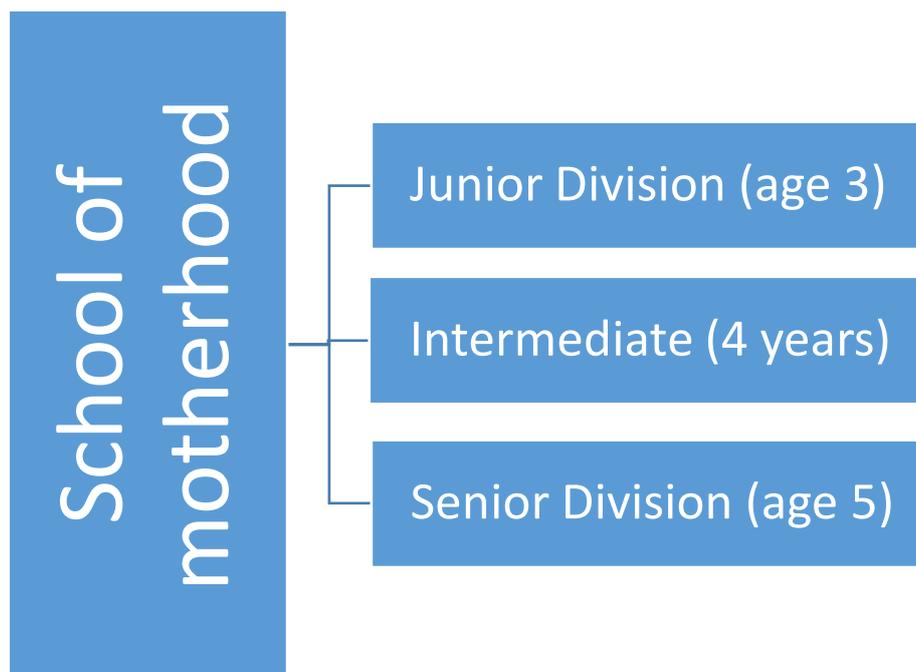
Now let's get acquainted with the activities of the preschool educational institution

in France. In France, children go to kindergarten early because the French mother is afraid of losing her skills and her place in the workplace. Therefore, the baby begins to attend small groups of the kindergarten from birth. It is for this reason that French children are able to control themselves from a very early age. That is, they themselves go to school, buy the necessary things and even know how to cook.

In addition, in France, children are admitted to preschools at the age of 3. If there are free places, they start attending kindergarten from the age of 2.

The French state has a School of motherhood, which accepts all children up to 3 years old. This school is a pre-compulsory school starting at the age of 6.

The School of motherhood consists of 3 departments.



If French or foreign children are admitted to a sub-section of this school at the age of 3, under certain circumstances children who have reached the age of 2 at the beginning of the academic year may also be admitted. It takes into account the availability of vacancies, mountainous cities, rural areas, unfavorable social environments. Children who turn 2 years old stay in this school until they turn 6 years old in a calendar year and are admitted to elementary school.

In this school, the educator is assisted by an assistant in his daily work with children. He helps the main teacher in the preparation of workshops, needs of children, sorting of materials, supervision of small groups of children based on the authority of the teacher.

The special features of the School of motherhood are shown in the picture below.

Preschool educational institution organizes meeting between 3 areas: child, family and school. The school is the 3rd party that separates.

Learning together is more important than living together in preschool.

This is a mental change that is enhanced by the new educational environment.

Young students will have to gradually put aside the relationships formed on the basis of pre-school influence, collusion with the interlocutor due to the acquaintance of the interlocutor, in order to accept the new goal, that is, the news brought about by the content of knowledge.

The maternity school is an institution that takes the child away from its place and situation due to its primary and educational function.

Although attendance at a maternity school is optional in France, nine out of ten 3-year-olds are admitted to this school. Studying and upbringing in this school has a significant impact on the future educational achievements of the child.

Maternity school is not primary education. This school prepares children, but cannot replace basic education. The maternity school provides children with basic knowledge in all fields, introduces them to the environment and nature. It gradually brings the child closer to the social world. This school is a center of primary education.

Grandparents play a big role in raising children in Italy. According to Italian values, grandparents visit their grandchildren. Here, only grandchildren of grandparents who have lost their breadwinner or are "employed" go to preschool. Another value of the Italians is that they always meet and have a meal with the whole family. That is why their gathering for a simple meal becomes like a wedding.

In Great Britain, children are raised very strictly. Therefore, British children are taught to manage their emotions and responsibilities from an early age. In this country, parents give their children love in moderation. Children are not pampered too much. It is important for parents that their children are persistent. It is very important for children to behave in the society as described in the brochure, to have their own place in society.

In addition, in Puerto Rico, children are under the care of a brother or sister. in hong kong it is completely different. A mother takes care of her child. He does not entrust the child even to his father. The child is under the full care of the mother.

At this point, I considered it permissible to quote an opinion expressed by a French scientist about school education. "In order to teach at school, one must first learn about school... This requires time, an emotionally reliable context and programs that promote

the development of programs, common criteria to create a common culture for all children..." writes Paris researcher Elizabeth Both. It can be seen that in France, special attention is paid to the educational process, that is, preschool and school education.

In short, studying the preschool education systems of foreign countries, analyzing their advanced experience and adapting them to the conditions of our country will allow us to improve the preschool education system of our country. In recent years, special attention has been paid to reforming the system of pre-school educational institutions in our country, raising the level of knowledge of kindergarten teachers and students, introducing foreign best practices, and reconstructing kindergartens. Indeed, education begins first of all with the family. Then, when the child reaches kindergarten age, he learns the skill of working together with his friends. He receives further education from a pre-school educational institution. The first education in the kindergarten is kept in the mind of the child for a long time. Thanks to this kindergarten, the child gradually steps into social life and adapts. Therefore, carrying out the process of education and upbringing in a preschool educational institution based on advanced foreign experiences will bear fruit in the future.

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