

DEVELOPMENT AND PROSPECTIVE ISSUES OF THE PRE-SCHOOL EDUCATION SYSTEM IN NEW UZBEKISTAN

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ABSTRACT

This article talks about the introduction of new innovative educational forms and technologies into the preschool education system, the conditions created for excellent education and upbringing in preschool education, and the scientific problems that should be implemented in the future, and the issues of their elimination.

KEYWORDS: *Preschool Education and Upbringing, Educator-Pedagogue Activity, Innovations, Problems in Science, Suggestions.*

INTRODUCTION

After the independence of our country, the main goal of the education sector was to fundamentally reform the education system, free it from the ideological views left over from the previous system, and train nationally qualified personnel with high moral and ethical qualities at the level of developed democratic countries. a number of works are being carried out.

It is in accordance with the concept of the development of preschool education system of the Republic of Uzbekistan until 2030, to create conditions for all-round intellectual, moral, aesthetic and physical development of children in front of the preschool education system, to increase the coverage of children with quality preschool education, to ensure equal access to it, the state in this field - the development of private partnerships, the introduction of completely new approaches to the training, retraining, qualification improvement, selection and development of preschool education system employees, ensuring healthy and balanced nutrition of children, quality medical care in preschool education organizations were defined and many planned works are being carried out on them [1].

Particular attention was paid to updating the content of the preschool education process, strengthening the material and technical base of preschool educational institutions, and the activities of new types of preschool educational institutions were launched, and special programs were implemented to effectively use the opportunities of preschool educational institutions. Alternative programs for the preschool education system were developed and put into practice, especially using the experience of advanced foreign countries. Updated programs serve to better prepare children for school, improve their intellectual ability and potential for logical thinking, learn to write and read better than before.

An alternative form of education and upbringing is a model of organizing an innovative educational process in the system of preschool education and upbringing. It aims to organize alternative forms of preschool education and increase the level of coverage of children with quality preschool education, to create conditions for children who are not covered by preschool education to achieve comprehensive mental, moral, aesthetic and physical development in accordance with state requirements, taking into account advanced foreign experience. , quality preparation of children for primary education was carried out.

Also, to ensure that preschool children living in remote areas and rural areas have access to quality preschool education with equal rights, to strengthen the material and technical base of state and non-state preschool education organizations, legal entities engaged in the provision of non-state education services in the field of preschool education, to form the foundations of the child's personality, in which work was carried out to develop interest in knowledge, to ensure equal access to low-cost, free quality preschool education in remote rural areas, mountainous districts and hard-to-reach settlements where there is an opportunity to build a preschool education organization. Development of the non-state sector of preschool education services.

It is envisaged to take measures to organize alternative forms of preschool education and to provide them with the necessary material and technical means in neighborhoods where there is a need for preschool education, including in rural areas.

On the basis of the decision of the Cabinet of Ministers "On measures for gradual transition to compulsory one-year preparation of children for primary education" starting from the 2018-2019 school year in the Republic of Karakalpakstan, Fergana region and some districts of our capital, an experimental project to introduce compulsory free one-year preparation of children for primary education done. A total of 494 groups were established for the implementation of the project. Experimental groups were established in order to help children who do not go to preschool educational institutions to receive preschool education and upbringing, to create the necessary conditions for this. Groups were opened on the basis of state and non-state pre-school educational institutions, legal entities providing non-state educational services in the field of pre-school education [2].

This alternative form of pre-school education prepares children for school based on a program that aims to activate the pre-kindergarten child at a level no less than his peers when he enters the first grade. So, it is a form of education that is convenient for all parents and protected by the state. At the presentation of alternative forms of pre-school education, the pre-school education system presented 16 re-equipped buses, two parking lots with playgrounds and 2 modular pre-school education organizations. As mentioned above, many things are being done in the preschool education system today. However, based on the development trends of pre-school education in the whole world, it can be said that there is a need to improve methodological, educational, spiritual and educational work in pre-school education. Basically, we believe that it is necessary to adequately study the development situation and conditions in the Republic of Karakalpakstan as a separate pedagogical problem, since the education of the future generation remains an urgent issue at all times, knowing the history of the preschool education system and the current issues of each era will effectively organize the future work. serves to Taking into account these issues, it is important to develop scientific proposals and recommendations based on the analysis of the main directions of the development of preschool education in the Republic

of Karakalpakstan during the years of independence. It is considered necessary to start this work with the analysis of the current situation of the activities of educators and the quality of training in preschool educational organizations, because modern requirements for educators, taking into account the competence approaches to their activities, require a review of the functional tasks of educators and their creative activity. We believe that it is necessary to focus on improving the necessary pedagogical conditions. Also, in Karakalpakstan, there is a need to clarify the didactic parameters of modernization of modern educational and methodical support in preschool education organizations, to achieve the effectiveness of spiritual and educational work by improving educational technologies in preschool education organizations, taking into account that we live in the 21st century. In scientific works, it is important to study the process of studying the development trends and specific characteristics of Karakalpakstan pre-school education organizations during the years of independence as a separate research object. Also, if the comparative-typological analysis of the development of preschool educational organizations, educational content, form, methods and tools are studied as the subject of the research work, the study of archival materials, scientific pedagogical literature, regulatory documents, comparative pedagogical and historical, prognostic, statistical analysis, comparative comparison, pedagogical observation, conversation, summarization of research results, etc., are considered appropriate if research is conducted using scientific research methods in pedagogy.

In the future, the analytical indicators (quantitative and qualitative indicators, dynamic description) of the development of the educational system in the preschool education system of Karakalpakstan will be improved according to synergetic, hermeneutic, anthropological and phenomenological principles; it is important to work on the problems of providing competitive personnel [3].

In conclusion, it is important to develop new approaches to the introduction of innovations, advanced pedagogical and information and communication technologies into the preschool education system, improvement of the preschool education management system, and the elimination of problems in ensuring the transparency and efficiency of financing the activities of preschool education organizations. It is necessary to create a promising model for the creation of educational and methodological support in preschool educational organizations, because, based on scientific achievements in the science of preschool education pedagogy, to enrich the content of preschool education, to use methods of organization and mental development and logical thinking, to create opportunities for educators-pedagogues to create their own methodologies, conducting contests, ensuring their transparency, reducing the influence of the human factor in announcing the results of contests is of great importance in the organization of innovative activities in the preschool education system. Also, increasing the effectiveness of spiritual and educational work in preschool educational organizations requires achieving the effectiveness of the educational technology of forming a highly spiritual person. Taking into account the state of technology of the lesson, the development of interactive criteria of pedagogical control serves to prepare children for school.

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