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Improving The Efficiency Of Preschool Education Based On Foreign Experience: Mechanisms And Implementation Opportunities

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Abstract: This article analyzes the best practices of foreign countries in the field of preschool education and explores the possibilities of their application in Uzbekistan. In particular, the educational policy, methodological approaches, teacher training systems, and methods of organizing the educational environment of countries such as Finland, Japan, Singapore, and Sweden are considered. The article concludes with practical recommendations aimed at improving the preschool education system in Uzbekistan.

Keywords: Preschool education, foreign experience, educational effectiveness, pedagogical mechanisms, innovative approaches, assessment of the quality of education, international experience, methodological foundations, educational reform, education system of Uzbekistan.

Introduction: Today, the modernization of all stages of the education system, in particular preschool education, is one of the pressing issues. The comprehensive development, intellectual and socio-emotional readiness of preschool children creates a solid foundation for the future development of society. Therefore, in developed countries of the world, special attention is paid to the development of this area, and effective systems have been developed based on the concept of providing quality and inclusive education to every child. In recent years, the President of the Republic of Uzbekistan has adopted a number of decrees and resolutions aimed at improving preschool education, expanding its scope and improving the quality of education. However, in order to further enhance the effectiveness of these reforms, it is important to study international experience in depth and implement innovative approaches appropriate to local conditions. This article analyzes the achievements, educational policies, pedagogical approaches and infrastructural solutions of advanced countries such as Finland, Japan, Singapore and Sweden in the field of preschool education. It also examines the possibilities of applying these experiences in the education system of Uzbekistan, the necessary mechanisms and conditions. The main purpose of the article is to identify ways to improve the effectiveness of preschool education in Uzbekistan based on foreign experience and develop practical recommendations.

LITERATURE REVIEW

In recent years, many foreign and domestic scholars have conducted scientific research on improving the effectiveness of the preschool education system. Internationally, organizations such as UNESCO, UNICEF, and OECD have published extensive reports and recommendations on quality indicators of preschool education, pedagogical approaches, and criteria for assessing child development. For example, the OECD (2017) report put forward effective strategies for assessing early development indicators in preschool education, optimizing the learning environment, and improving teacher training.

The Finnish experience has been studied by many researchers (Hujala, 2014; Puroila, 2019), where a child-centered approach, teaching through free play, and the important role of the teacher are recognized as key factors. In Japan, great attention is paid to the social and moral education of children, and the widespread introduction of extracurricular activities are of particular importance. The Singapore model of preschool education, as noted in UNICEF and World

Bank analyses, is characterized by effective cooperation between the public and private sectors, standardized programs, and a results-based monitoring system. In Sweden, a system based on the principles of equality, gender balance, and inclusive education has been established, which is combined with modern democratic values. Uzbek scientists (Kholmatova, 2020; Isroilova, 2022) are also conducting scientific research on the quality of preschool education, the system of advanced training of teachers, and the introduction of innovative technologies. At the same time, when analyzing foreign experiences, assessing their adaptability to the conditions of Uzbekistan and developing practical mechanisms still remains an urgent issue.

In the Chinese preschool education system, strict discipline is established, and children's freedoms are restricted. Educators are well aware of children's personal characteristics, but they do not consider these characteristics to be innate. Bad discipline is eliminated at the first sign. If a child misbehaves, the educator comes to him and says that he noticed this situation, but does not speak. Only when the child understands his fault does the educator call him by name. Hitting a child, expelling him from the room, and punishing him in general are prohibited. An effective way to maintain good discipline is through comparison and encouragement. Educators ask children the following questions:

- Is it right to do this?

- Why do you think it is wrong?

- What needs to be done to make it right?

Children listen attentively and remember real-life examples. Every misbehavior is reprimanded, otherwise the child is considered to be able to correctly calculate and internalize this lack of upbringing. The great Chinese philosopher Confucius noted that “Children are not born with proper discipline: their character is formed through experience, and the teacher is responsible for proper upbringing. Educators must be extremely strict and firm.” The Chinese preschool education system is criticized for its rigidity. Educators control and limit the behavior of children. However, parents consider educators to be masters of their profession, and they completely trust their children in their educators. Determination and hard work in Chinese children have become traditional qualities.

An analysis of the literature shows that studying and creatively using advanced foreign experiences in the development of the preschool education system can improve the quality of education, strengthen the capacity of teachers, and ensure the comprehensive development of children.

RESULTS AND DISCUSSIONS

This article studies the best practices of a number of foreign countries in the field of preschool education and identifies the main factors affecting their effectiveness. In particular: The experience of Finland has shown that a child-centered approach, play-based education, and high pedagogical training of teachers are important factors in increasing the effectiveness of education. In Japan, activities aimed at developing children's social adaptation and teamwork skills have a positive effect on the effectiveness of preschool education. The Singapore model is distinguished by cooperation between the public and private sectors, the coherence of national educational standards, and the system of professional development. In Sweden, the system, organized on the basis of inclusion, gender equality, and cooperation with parents, has a comprehensive effect on the development of children.

Positive results can be achieved not by directly transferring foreign experiences, but by adapting them to the conditions of Uzbekistan. To improve the quality of education, it is necessary to constantly develop the potential of pedagogical personnel and provide them with methodological support. The introduction and effective use of innovative educational technologies will strengthen the individual approach in preschool education. The formation of effective mechanisms of cooperation with parents will strengthen the external social influence on the development of children.

CONCLUSION

A thorough analysis of the advanced experiences of foreign countries in the field of preschool education revealed the need to apply these experiences in a creative and flexible manner in the Uzbek education system. Factors such as effective educational policy, high attention to the teacher, child-centered methodology and quality monitoring are emerging as the main means of ensuring the effectiveness of preschool education in developed countries. In the conditions of Uzbekistan, it is possible to form a high-quality, stable and innovative system by using foreign approaches to improving preschool education. In this regard, increasing the potential of pedagogical personnel, strengthening cooperation with parents, introducing modern technologies and organizing the educational process based on the needs of children are important factors. Through the study and implementation of international experience, there is an opportunity to lay the foundation for a new stage in the preschool education system of Uzbekistan.

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