

# Organization Of Supplementary Educational Services In Preschool Educational Institutions

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**Abstract:** This article explores the issues of effectively organizing supplementary educational services in preschool educational institutions. It analyzes the role of supplementary education in ensuring the intellectual, creative, physical, and social development of children in the context of modern globalization. In addition, the article highlights the relevance, effective mechanisms, and advantages of supplementary educational services based on the legal and regulatory framework of the Republic of Uzbekistan and the experiences of foreign countries. The author develops scientifically grounded proposals and recommendations for introducing supplementary educational services through methodological approaches, the application of innovative pedagogical technologies, strengthening cooperation with parents, and utilizing public-private partnership mechanisms.

**Keywords:** Preschool education, supplementary educational services, innovative technologies, public-private partnership, parental cooperation, pedagogical competence, development strategy, monitoring and evaluation.

**Introduction:** In the Development Strategy of New Uzbekistan, the education system is recognized as a priority area and is undergoing a comprehensive process of development and profound reforms. Today, the restructuring efforts being implemented in the field of education encompass multifaceted and complex stages, such as increasing efficiency, introducing advanced practices, and aligning with international standards. The main objective of these transformations is to democratize the educational process, deeply integrate the principles of humanism, and improve the content, orientation, and methods of teaching and upbringing through innovative approaches.

The renewed education system serves not only as a process of imparting knowledge but also as a decisive factor in enhancing the nation's intellectual potential, expanding the spiritual worldview of young people, and fostering both global thinking and national pride. Indeed, modern education forms the foundation for new perspectives, new development, and the achievement of new milestones.

From this perspective, the success of the ongoing reforms in the education system largely depends on the professional competence, dedication, and innovative spirit of those who implement the process. After all, in

any society, significant results and achievements can only be attained by proactive, responsible, and persistent individuals. Today, education sector professionals are required not only to possess profound knowledge but also creativity, entrepreneurship, and a strong civic position.

Therefore, studying the reforms carried out in the education system from a methodological point of view, analyzing their theoretical foundations, and identifying mechanisms for their practical implementation represent some of the most urgent tasks of our time. Without consistent and scientifically grounded changes in the education system, it is impossible to achieve the strategic objectives of social development.

In the context of globalization and intensifying competition, the demands placed on the education system are steadily increasing. In particular, at the preschool stage, ensuring the comprehensive development of children and the early identification and nurturing of their socio-cultural, intellectual, physical, and aesthetic abilities has become an urgent requirement of the times. From this perspective, the organization of supplementary educational services in preschool institutions is becoming an integral and essential component of the education system.

State policy also places special emphasis on this issue. For instance, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 13, 2019, No. 391, "On measures to further improve the activities of preschool educational institutions", highlights the need to liberalize the operation of preschool institutions, expand the range of quality services, and introduce areas that correspond to children's interests and abilities. The resolution defines the diversification of supplementary education services, including the introduction of foreign language learning, sports, dance, music, fine arts, robotics, logical thinking, and innovative technologies.

At present, parents pay great attention not only to the basic educational and upbringing process but also to additional opportunities for their children. They want their children to have conditions for early specialization, the identification of talents, the development of independent thinking, and the acquisition of modern skills. Especially in the digital age, fostering innovative thinking and modern competencies from an early age is a decisive factor in ensuring children's future competitiveness.

The introduction of supplementary educational services in preschool institutions allows for:

ensuring the multidimensional development of children's personalities;

expanding the content and opportunities of the educational process;

increasing parents' trust in educational institutions;

strengthening the material and technical base of institutions and creating additional sources of income;

shaping preschool institutions as competitive entities.

Furthermore, supplementary educational services contribute to the professional growth of teachers, encourage their creative activities, and promote the implementation of new pedagogical technologies in practice.

Thus, organizing supplementary educational services in preschool institutions is a highly relevant direction that meets modern demands and needs. This process contributes not only to the comprehensive development of children but also to the image, competitiveness, and sustainable development of the institution itself. Therefore, studying this issue from scientific-theoretical and practical perspectives, ensuring its effective implementation, and continuously improving it are among today's most pressing tasks.

In exploring the methodological foundations of organizing supplementary educational services in preschool institutions, national legal and regulatory

documents as well as international experience are of particular importance. These frameworks establish the legal, organizational, and substantive basis of supplementary education and serve to increase the efficiency of the educational process.

According to Article 50 of the Constitution of the Republic of Uzbekistan, "Every person has the right to education. The State ensures the development of a system of continuous education." This provision imposes an obligation on the State to develop the education system, including preschool education, and to support its various forms. In this regard, supplementary educational services also possess a constitutional basis as an important component of lifelong learning.

Article 24 of the Law "On Education" defines the procedures for cooperation between the state and non-state sectors in the education system, including partnerships with civil society institutions. This serves as an essential methodological foundation for expanding public-private partnerships in the provision of supplementary educational services and for designing programs that meet the demands and needs of parents.

Furthermore, Resolution No. 153 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 14, 2022, establishes the procedure for financing short-term groups and supplementary educational services. It grants non-state organizations the right to independently set fees for educational services. This fosters diversification of services, improves their quality, and incentivizes the implementation of pedagogical innovations in practice.

Similarly, Resolution No. 391 of the Cabinet of Ministers dated May 13, 2019, "On measures to further improve the activities of preschool educational institutions" outlines measures aimed at enhancing preschool education institutions. It emphasizes the introduction of supplementary educational directions, including foreign languages, sports, music, dance, fine arts, robotics, innovative pedagogy, and inclusive education. This document serves as a methodological guideline for developing preschool education in accordance with modern requirements.

In international practice, supplementary educational services are also regarded as an integral part of preschool education. For instance, UNESCO reports highlight the importance of supplementary programs in fostering children's aesthetic, cultural, and intellectual development from an early age, thereby preparing them for future competitiveness. OECD studies likewise stress that supplementary education services are vital for developing children's social skills, nurturing

creativity, and ensuring equal opportunities in education.

In conclusion, national and international normative-legal sources define the methodological basis for the effective organization of supplementary educational services in preschool institutions. They reflect the priority directions of state policy, mechanisms of public-private partnership, diversification of services, and the introduction of pedagogical innovations. Therefore, the analysis of these sources serves as an important foundation for strengthening both the theoretical and practical aspects of the research topic.

As emphasized in the research of R.R. Zulfiqarov, supplementary programs play a significant role in developing children's creative abilities, intellectual potential, and social skills. In particular, programs designed on the basis of an individual approach provide opportunities to identify children's personal talents and foster their development.

International experiences, especially studies conducted in Russia, highlight the positive impact of supplementary educational services on the quality of education. For instance, Meshalkina's research demonstrates that supplementary programs make a considerable contribution to children's intellectual and social development. Similarly, Bolshakova's studies substantiate the effectiveness of supplementary educational services organized within the framework of public-private partnerships, emphasizing their role in enhancing the competitiveness of educational institutions.

However, it is important to note that certain challenges still persist in practice. Specifically, in rural areas, the development of affordable and high-quality supplementary educational programs, the equitable distribution of available resources, as well as the need for in-depth scientific study of the long-term socio-pedagogical effects of supplementary education remain urgent tasks. Thus, the effective organization of supplementary educational services requires not only a solid legal foundation but also attention to regional equity, economic opportunities, and pedagogical monitoring.

When adapting foreign educational models to the context of Uzbekistan, methodological considerations play a central role. This is because each country differs in terms of climate, culture, infrastructure, and parental attitudes toward education. Therefore, the task is not to fully replicate foreign experiences but rather to creatively adapt them to local conditions, which constitutes the core of a scientifically grounded methodological approach.

First, the availability of resources should be taken into

consideration. For example, in STEM education, instead of high-tech equipment used in countries such as South Korea or the United States, at the initial stage in Uzbekistan it may be more effective to use simple construction kits, mobile laboratories, and low-cost technological tools. This approach not only optimizes resources but also fosters creative thinking among children.

Second, cultural and psychological characteristics must be taken into account. Drawing on Japan's nature-integrated model or Germany's forest kindergarten concept, it would be methodologically appropriate in Uzbekistan to consider parents' cautious attitudes toward safety and to introduce micro-eco parks, enclosed ecological classrooms, or nature-based activities adapted to the seasons.

Third, mechanisms of social partnership should be developed. Establishing systematic cooperation among educational institutions, local authorities, and parents within the framework of public-private partnerships will ensure the sustainability of supplementary educational services. In this process, attracting international grants, private investors, and local sponsors is of particular importance.

Fourth, a strategy for teacher training and retraining must be designed. In order to effectively utilize foreign experiences, it is necessary to strengthen teachers' methodological, psychological, communicative, and technological competences. In this regard, the introduction of special professional development programs in cooperation with local higher education institutions and international organizations represents a promising direction.

In conclusion, the application of foreign experiences in Uzbekistan requires a methodological approach based on the following principles:

- optimization of existing resources,
- consideration of cultural and psychological factors,
- development of public-private partnerships,
- enhancement of teachers' professional capacity.

On this basis, by creatively adapting foreign models, supplementary educational services can have a strong impact on the intellectual, creative, and social development of children within Uzbekistan's preschool education system.

To sum up, the effective organization of supplementary educational services in preschool institutions contributes not only to children's intellectual, creative, and physical development, but also to the economic sustainability and social prestige of educational institutions. Through such services, children's interests and abilities can be identified at an early stage and

properly guided. This, in turn, meets the growing demands of modern parents, strengthens their trust, and fosters their long-term loyalty to the institution.

Moreover, supplementary educational services serve as an additional financial resource for educational institutions and as a space for professional and creative growth for educators. Therefore, creating a consistent system in this field, supported by solid theoretical foundations and an integrated approach combining international and local best practices, is of paramount importance.

### **Recommendations**

Implementation of Individual Development Plans – adapting supplementary educational services to each child’s age, psychological, and intellectual characteristics.

Strategic Planning – developing a specific concept and strategic document for supplementary educational services that defines service types, target audiences, pricing policy, marketing, and monitoring mechanisms.

Market and Needs Analysis – introducing services (foreign languages, IT, sports, arts, robotics, etc.) tailored to regional demand, taking into account demographic and socio-economic factors.

Engagement of Qualified Specialists – ensuring high-quality provision of supplementary services through cooperation with experienced trainers, coaches, and professionals.

Strengthening Cooperation with Parents – promoting active parental involvement through open days, seminar-trainings, and events showcasing children’s achievements.

Partnership with Local Authorities and the Private Sector – expanding public-private partnerships to finance supplementary services, strengthen material and technical resources, and introduce innovative solutions.

Monitoring and Evaluation System – regularly measuring the effectiveness of supplementary services, tracking children’s developmental dynamics, and improving services by incorporating parents’ feedback

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