

Content And Historical Development Of Preschool Education In Developed Countries

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Abstract: This article discusses the important issues of the education system in Asian countries and its socio-pedagogical significance in the current globalization of preschool education in developed countries. Special attention is also paid to the problems faced by Asian countries in the field of education development, their specific features, new reforms, opportunities, achievements, indicators and experiences.

Keywords: Central Asia, developing countries, education system, education sector, curricula, preschool education, primary education, general secondary education, higher education, characteristics, educational institution.

Introduction: Historical development of preschool education. The historical development of preschool education is an important part of the development of world civilization and is closely related to changes in socio-economic conditions, the evolution of pedagogical thought, and the concept of children's rights. Although the emergence and development of preschool educational institutions took place in different countries in their own ways, there are common historical trends and patterns. This process occurred as a result of the complex interaction between social needs, scientific and pedagogical discoveries, and state policy. The study of the historical development of preschool education is necessary to understand the factors that formed the modern system and determine its future development directions.

The first institutions of preschool education began to emerge in the late 18th and early 19th centuries. This period coincided with the beginning of the Industrial Revolution, when the problem of childcare for working-class families became acute. In 1769, the French pastor Jean Frederic Oberlin founded the first "playrooms" (salles d'asile) in Alsace, where young children were cared for while their parents worked. In 1802, the Scottish socialist and reformer Robert Owen opened a children's institution for the children of cotton mill workers in New Lanark. Owen believed in the importance of the environment in child development and used methods of raising children without coercion

or punishment. His institution accepted children from 1 to 10 years old and provided them with care, food, and simple education throughout the day. Owen's experience was a source of inspiration for many European reformers and educators and had a great influence on the development of the preschool movement.

The mid-19th century was a turning point in the development of preschool education. In 1837, the German educator Friedrich Froebel opened the world's first "Kindergarten" - kindergarten - in Blankenburg. Froebel's pedagogical system was based on viewing the child as a growing plant and supporting its natural development. He considered play to be the main means of child development and created a system of special didactic materials - "gifts" and "trainings". Froebel's system quickly spread from Germany to other European countries, the USA and other parts of the world. In the 1850s, the first kindergartens began to open in Great Britain, France, Belgium and Italy. However, these institutions were mainly intended for children from wealthy and middle-class families. For poor families, there were "infant schools" and "nursery schools" organized on a charitable basis, which performed a more social protection function.

At the end of the 19th and beginning of the 20th centuries, significant changes took place in the preschool education system. During this period, the development of pedagogical and psychological

sciences led to the formation of a new approach to the study of the laws of child development. In 1907, the Italian doctor and educator Maria Montessori opened the "Children's House" (Casa dei Bambini) in Rome and introduced her innovative pedagogical method.

The Montessori system was based on the principles of sensory development, independence and self-education of children, implemented through specially prepared environments and didactic materials. At the same time, the Belgian educator Ovid Decroly, the American educator John Dewey and other leading specialists developed new methods and approaches to preschool education. This period is characterized by the formation of pedagogical systems that put the child at the center of education and take into account his individual characteristics. The preschool education system underwent significant changes during the First World War and the subsequent period. During the war, many women were forced to work in military industries, and there was a need to expand the network of state-run institutions to care for children. In 1918-1920, the first laws on preschool education were adopted in many European countries.

In Great Britain, the Education Act of 1918 gave local

authorities the right to establish nursery schools. In France, a national program for "écoles maternelles" was developed in 1921. In the United States, the nursery school movement expanded in the 1920s, and training specialists in preschool education began in pedagogical colleges. This period is characterized by the fact that preschool education became an important part of state policy and the implementation of the achievements of pedagogical science in practice.

The 1930s and 1940s were a difficult period associated with the economic crisis and World War II. During the Great Depression, many preschools faced financial difficulties, but in the United States, new nursery schools were opened as part of the Federal Government's Works Progress Administration program. During World War II, the network of preschools was expanded in many countries to ensure the mass participation of women in the military industry. During the post-war reconstruction period, attention to preschool education increased even more. The Universal Declaration of Human Rights, adopted by the United Nations in 1948, recognized the right to education, which gave a strong impetus to the development of preschool education.

Table 1. Stages of historical development of preschool education.

Period.	Main processes.	Important events.	Influencing factors.
18th-19th centuries.	The emergence of early institutions.	Owen's Institution (1802), Froebel's Kindergarten (1837).	Industrial Revolution, urbanization.
The end of the 19th century.	The development of pedagogical systems.	The Montessori method (1907), new methodologies.	The development of the science of pedagogy
1918-1940.	Formation of the state system.	Adoption of national laws, development of programs.	World wars, women's employment.
1950-1980.	Popularization and expansion.	Declaration of the Rights of the Child (1959), national programs.	Demographic growth, feminist movement.

1990-2010.	Introduction of international standards.	Convention on the Rights of the Child (1989), Bologna Process.	Globalization, scientific achievements.
2010-present.	Innovation and modernization.	Digitalization, STEM programs, inclusive education.	Technological progress, new requirements.

The 1950s-80s are called the "golden age" in the historical development of preschool education. During this period, many developed countries implemented programs to popularize preschool education. The Declaration of the Rights of the Child, adopted by the UN in 1959, strengthened the responsibility of society and the state for the development of children. The Scandinavian countries made preschool education a major area of social policy.

Sweden adopted a law in 1975 guaranteeing kindergarten places for all parents. France significantly expanded the network of "écoles maternelles" in the 1960s-70s and introduced free preschool education for all children from the age of 3. In the USA, the Head Start program (1965) aimed to provide quality preschool education to children from low-income families. This period is characterized by the development of pedagogical science, research into child psychology, and the widespread use of advanced methods.

The period from the 1990s to the present is considered a period of global standardization and innovation in preschool education. The Convention on the Rights of the Child, adopted in 1989, was ratified by 196 countries and set new requirements for preschool education. International organizations such as UNESCO, UNICEF and OECD have developed criteria for assessing the quality of preschool education. The Dakar Declaration on Education for All in 2000 identified the expansion of early childhood development and care programs as a priority. In the 21st century, the preschool education system is developing in the direction of integrating digital technologies, introducing inclusive education, and developing STEM and STEAM programs.

Modern preschool education focuses on comprehensive development, creative thinking, socio-emotional skills and fostering global citizenship. Over the course of historical development, preschool education has evolved from a simple childcare institution to an integral part of the modern education system, playing an important role in the future of

children and the development of society.

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