

# **PRESCHOOL EDUCATION SYSTEM IN FOREIGN COUNTRIES (ON THE EXAMPLE OF GREAT BRITAIN AND GERMANY)**

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## **Annotation**

This article provides information on the specific features, goals and objectives of the system of preschool education in foreign countries (for example, the UK and Germany) their types and reforms in this system in our country.

Keywords: preschool education, best practices integration, lessons, kindergartens,

## **Аннотация**

В статье рассказывается о развитии дошкольного образования в зарубежных странах (на примере Великобритании и Германии), а также об особенностях, целях и задачах системы дошкольного образования, их видах и реформах в этой системе в нашей стране. Страна данные приведены

Ключевые слова: дошкольное учреждение, лучшие практики, интеграция, уроки, детский сад.

President of the Republic of Uzbekistan Shavkat Mirziyoyev on October 19, 2017 at a meeting devoted to the fundamental improvement of the preschool education system as noted "About the educational system, which is of decisive importance in our life when speaking, it is necessary to repeat the wise thoughts of our grandfather Abdulla Avloni over and over again: Education is a matter of life and death for us. No matter what field we take, we are modern mature we cannot achieve any change or a prosperous life without educating personnel. Preparation of such personnel, a healthy gene pool of the nation, is primarily pre-school education "starts with the system" [1] For this purpose, the foreigner in this regard in the development of the growing young generation wide application of modern methods of education using best practices I think it is appropriate.

**The purpose of the study:** preschool education in the educational system of Great Britain and Germany analysis of unique features of the system as well as advanced pedagogical experiences study and practice

**Research method:** preschool education system of foreign countries theoretical analysis of various literature as well as internet pages in learning generalization.

**Research result and discussion:** In recent years, the most basic and State policy to increase attention to preschool education, which is considered a small link we are witnessing that it has risen to the level. Including the preschool education system improvement strengthening of the material and technical base, preschool educational organizations.in order to expand its networks, provide qualified pedagogic personnel, fundamentally improve the level of preparation of the young generation for school education, create sufficient conditions for children's comprehensive educational, educational, aesthetic, physical and intellectual development.

Decision No. PQ-2707 of December 29, 2016 "On measures to further improve the pre-school education system in 2017-2021" was adopted. In accordance with the decision, a number of tasks were defined, such as the introduction of the pre-school education system of foreign countries in depth and implementation in our country, as well as important and urgent tasks such as working in cooperation.was determined. This is of course very important for the education and upbringing of the young generation, because we think that the educational process of foreign countries will be fully studied and implemented in practice, which will certainly create a basis for the introduction of innovative and advanced experiences.



## Great Britain

Pre-school education in Great Britain was born out of a voluntary movement to help the children of poor working families. In 1816, Robert Owen founded the first kindergarten in Scotland for the children of his factory workers. In Great Britain, in 1988, the "Education" Act came into force, which established not only educational standards, but also a basic assessment of the level of mental development of children at the time of admission to school. In the UK, the approach to education is generally child-centred rather than subject-centred or teacher-centred. Such an approach is based on the history of English education, and Rousseau, Froebel, and Montessori contributed greatly to its development. They believed that it is necessary to develop the child's individuality and protect his independence. The main goal of the preschool education system in the country is to make more use of games to give each child independence, freedom, and opportunities to express their opinion also, during the game, it consists of forming knowledge about various materials and events in existence, not by broadcasting, but by leaning, supporting. In English kindergartens, there were no more than 25 children in each group are brought up in quantity. It should be noted that 75% of English pedagogues do not suggest external motivation (for example, competition between children) to make children interested in learning. Or, if the child who is the winner of the competition will be rewarded (in the example of drawing), he should not draw for interest, but draw for the reward, as a result, internal motivation is lost in the child, and external motivation takes its place. Another characteristic of English kindergartens is that children are more independent, and teachers monitor them from the side. 15% of the total time is spent under the guidance of a pedagogue. All teachers are responsible for the physical development of children.



## **German preschool education system**

German law stipulates the right to free preschool education. Children can be taken to kindergarten from the age of 4 months. Many Germans enjoy this right. There are different types of kindergartens in Germany. In particular, they are divided into the following:

1. Waldkindergarten (from the German Wald - forest, German Kindergarten - kindergarten) means. The idea of creating such kindergartens started in Scandinavia. Many such gardens are located in the forest. Children are constantly walking in the open air and doing various activities, studying trees and other plants, making different things from natural materials and having ideas about them. Through this human feelings of loving nature and preserving it are formed in children.

2. Bauernhofkindergarten (from the German Bauernhof - farmer's yard, fortress; Kindergarten - kindergarten). Such nurseries are on farms, farms or them will be located nearby. The children feed the farmers' cattle until they are strong enough. they help in growing vegetables and fruits in fields and gardens.

3. Freinet-Kindergarten. This direction of preschool pedagogy is called children from the surname of an Italian family couple who developed a unique approach to education received. The peculiarity of this direction is that the child is completely free and independent will be That is, what children do, what games they play, what they do, they decide when they eat and sleep. Encourage children to be more creative, role-playing games, experiments, trips in nature or in the enterprises and organizations of the city.it is important to carry out

4. Integrated kindergartens. With healthy children in MTMs of this type physically and mentally unhealthy children are raised together. Such conditions a great opportunity for ordinary children to learn endurance, tolerance and respect, is considered Children with disabilities are not separated from society, they are they learn to communicate and cooperate with their peers. Such a kindergarten and the large number of schools, the living, education and self of disabled people in Germany creates favorable conditions for its manifestation.

5. International kindergartens. Such kindergartens are for emigrants created, and often they are organized by emigrants themselves for their children. There are many Turkish-German, Jewish, Russian-German kindergartens in Germany. In such groups A German-speaking tutor is always with the children, along with a native-speaking tutor will also be. Children learn their parents' language as well as German. It should also be noted that in Germany in preschool educational

institutions action games, gymnastics, running, jumping are conducted with children. The physical education program includes water games and swimming lessons.

## **CONCLUSION**

In conclusion, while analyzing the preschool education system of foreign countries (Great Britain and Germany), the main goal of the preschool education system in the English kindergarten is to give every child independence, freedom, and opportunities to express their own opinion. more use of yin as well throughout the game with the fact that it consists in forming knowledge about various materials and existing events, not through transmission, but through support, if defined, in German kindergartens, pre-school educational institutions are colorful the presence of forms and types amazes one, moreover, conditions are created for children to think independently and freely from the crib, which is necessary for the child's future, self-confidence, courage, ability to quickly analyze the surrounding events, most importantly, his own is the basis for the formation of a person with an independent mind we wouldn't be wrong. Of course, I would like to emphasize that this system has its own unique and appropriate direction in Uzbekistan. Adoption of the new version of the Law "On Education" on September 23, 2020, in accordance with it, the type of preschool education and upbringing, which is considered the first stage of education, is specified separately, and it should be carried out at this stage. The measures are in this law and in other legal documents finding its reflection. A number of important works are being carried out for the aesthetic, moral, physical and intellectual development of children in all aspects, and I consider it appropriate to take a model from foreign experience in this regard.

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