

THE MAIN CHARACTERISTICS OF THE PRESCHOOL EDUCATION SYSTEM IN THE WORLD

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Abstract

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, kindergarten, focus, methods, modern technologies, individual, teachers, knowledge, pedagogical practices, theoretical analysis.

As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted at the meeting on October 19, 2017 on the radical improvement of the preschool education system, “Speaking about the education system, which is crucial in our lives, Abdullah We have to repeat the wise thoughts of our Avloni ancestor again and again: education is a matter of life and death for us. No matter what industry we are in, we cannot achieve any change and a prosperous life without training modern professionals. The training of such personnel, the healthy gene pool of the nation, begins, first of all, with the system of pre-school education.

The content of upbringing is understood as a system of knowledge, skills, skills, methods of activity, relationships, qualities and personality traits that the younger generation must master in accordance with the goals and objectives. It follows from this definition that the content of upbringing reflects its goal and objectives, is aimed at their optimal achievement and ensures the readiness of the forming personality for optimal entry into society. The content of upbringing is focused on the development of the individual in accordance with the requirements that are imposed on a person by society, the state and the world as a whole at this historical stage of its development.

To this end, I think it is expedient to widely use modern methods of education, using the best practices of foreign countries in the development of the younger generation. The aim of the research is to analyze the specifics of the preschool education system in the UK and Germany, as well as to study and apply

best pedagogical practices. The research method is a theoretical analysis and generalization of various literature, as well as websites in the study of preschool education from foreign types of education.

Research Findings and Discussion In recent years, we have seen that the focus on preschool education, which is the most basic and smallest part of education, has risen to the level of public policy. In particular, to further improve the system of preschool education, strengthen the material and technical base, expand the network of preschool educational institutions, provide qualified teachers, radically improve the level of preparation of the younger generation for school education, comprehensive educational, pedagogical In order to create adequate conditions for aesthetic, physical and intellectual development, the President of the Republic of Uzbekistan on December 29, 2016 "On measures to further improve the system of preschool education in 2017-2021" Resolution No. 2707 was adopted. In accordance with the resolution, a number of important and urgent tasks have been identified, such as in-depth study of the system of preschool education in foreign countries, its implementation in our country and cooperation. This, of course, is very important for the education and upbringing of the younger generation, because we believe that the full study and implementation of the educational process in foreign countries will certainly pave the way for the introduction of more innovative and advanced practices.

Preschool education in the UK is based on a voluntary effort to help children from poor working families. In 1816, Robert Owen first organized a kindergarten in Scotland for the children of his factory workers. In the United Kingdom, the Education Act came into force in 1988, which set out not only educational standards but also a basic assessment of the level of mental development of children at the time of enrollment.

In the UK approach to education, teaching is usually focused on the child rather than the subject or teacher being studied. This approach is based on the history of English education, and Russo, Frebel, and Montessori played an important role in its development. They believed that it was necessary to develop the individuality of the child and protect his independence. The main goal of the pre-school education system in the country is to increase the use of games in creating opportunities for each child to be independent, free, to express their views, as well as to support side-by-side, not through play. through the formation of knowledge about various materials and events in existence through support. In English kindergartens, there are no more than 25 children in each group. It should be noted that 75% of English educators do not recommend external motivation

(e.g., competition among children) to motivate children to learn. Or if the winner of the competition is rewarded (in the example of drawing), he will not draw for the sake of interest, but will want to draw for the prize, and as a result, the child loses internal motivation and replaces external motivation. . Another feature of English kindergartens is that children are more independent, and educators monitor them from the outside. 15% of the total time is spent under the guidance of a teacher.

All educators believe that meaningful role-playing games, drawing, and objectmaking should be used to diagnose children's physical development and mental state. In addition, English kindergartens (in addition to compulsory language and math classes) place great emphasis on research through water, sand games, and movement games. In the United Kingdom, the main activities of preschool children in physical education are gymnastics, dance, and outdoor activities.¹

German Preschool Education System

German law provides for the right to free pre-school education. Children can be taken to kindergarten from 4 months. Most Germans exercise this right. There are many types of kindergartens in Germany. In particular, they are divided into:

1. Waldkindergarten (from the German word Wald - forest, German Kindergarten - kindergarten). The idea to create such kindergartens began in Scandinavia. Many of these gardens are located in the forest. Children are always walking in the open air, doing various activities, learning about trees and other plants, making different things from natural materials and gaining ideas about them. In this way, children develop human feelings, such as love and care for nature.
2. Bauernhofkindergarten (from the German word Bauernhof - farmer's yard, castle; Kindergarten - kindergarten). Such gardens will be located on farms, farms or nearby areas. As long as the children are strong, they will help farmers to feed the cattle and grow vegetables and fruits in the fields and orchards.
3. Reggio-Kindergarten. The concept of creating such kindergartens originated in the Italian city of Reggio Emilia and is named after him. Such a preschool is reminiscent of a market (fair) area - a large room (hall) in the middle and from it to various "neighborhoods" of the town - small rooms. In this type of kindergarten, the environment in which the children live is called the

¹ Academic Research in Educational Sciences VOLUME 2 | ISSUE 10 | 2021 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2021: 5.723 Directory Indexing of International Research Journals-CiteFactor 2020-21: 0.89 DOI: 10.24412/2181-1385-2021-10-503-508

primary caregiver. Every morning, the children gather with the tutor in a large room to set the agenda, and then spread out in the rooms. Depending on the objects and images of the equipped rooms, children can work independently. For example, in the drawing room there will be a variety of paints, paintings, and white paper hanging on the walls. Rooms for construction are decorated with objects for construction and assembly of various constructors. Then children put on special clothes, make different pictures, shapes and objects anywhere in the room and gain knowledge about them. In the process, educators they only act as auxiliaries.

4. Freinet-Kindergarten. This area of preschool pedagogy is named after an Italian married couple who developed a unique approach to raising children. The peculiarity of this direction is that the child is completely free and independent. That is, children decide for themselves what to do, what games to play, what to do, when to eat and sleep. It is important for children to be more creative, role-playing games, experiments, trips to nature or to the enterprises and organizations of the city.
5. Integrated kindergartens. In these types of MTCs, physically and mentally ill children are brought up together with healthy children. Such an environment is seen as a great opportunity for ordinary children to learn resilience, tolerance and respect. Children with disabilities are not isolated from society, they learn to communicate and interact with their peers. The large number of such kindergartens and schools in Germany creates favorable conditions for people with disabilities to live, study and express themselves.
6. International Kindergartens. Such kindergartens are designed for immigrants and are often set up by the immigrants themselves for their children. There are many Turkish-German, Jewish, Russian-German kindergartens in Germany. Such groups always include a German-speaking tutor as well as a native-speaking tutor with the children. At the same time, children learn the language of their parents, as well as German. It should also be noted that in Germany, preschools offer activities such as movement games, gymnastics, running, jumping with children. The physical education program includes water games and swimming lessons.

Pedagogy as a science has always sought to theoretically streamline a huge variety of methods of education. This problem in the theory of education is called the classification of methods of education. Any classification of upbringing methods is based on a certain criterion, i.e. the main feature, the basis on which the methods are grouped and isolated.

I.F. Kharlamov writes that "upbringing is a conscious, specially organized activity of an educator with the aim of forming certain qualities and characteristics of a developing personality." Education is a process of purposeful personality formation. The process of upbringing is a process of formation, development of a personality, which includes both purposeful influence from the outside and self-education of the individual. This is a specially organized, controlled and controlled interaction of educators and pupils, the ultimate goal of which is the formation of a personality that is necessary and useful to society. In these two definitions, the subjective position of the educator and the object position of the educated are traced. The teacher knows what needs to be purposefully formed in the child and what qualities he needs. This is a deterministic upbringing. The personality of the child, her interests, individual qualities and abilities in the activities of the educator are difficult to discern.

V. A. Slastenin characterized the concept of "education" as one of the leading in pedagogy. It is used in a broad and narrow sense. Education in a broad sense is viewed as a social phenomenon, as the impact of society on the individual. In this case, education is practically equated with socialization. Upbringing in a narrow sense is considered as a specially organized activity of teachers and pupils to realize the goals of education in the conditions of the pedagogical process. The activity of teachers in this case is called educational work. V.A. Slastenin considered upbringing as a humanistic upbringing, which has as its goal the harmonious development of the individual and presupposes the human nature of relations between the participants in the pedagogical process. Awareness of this tendency put pedagogy in front of the need to revise the previously existing adaptive paradigm, which appealed to certain personal parameters, among which the greatest value was ideology, discipline, diligence, social orientation, collectivism. This was the main content of the "social order" for which pedagogical science worked during the Soviet period of its existence. The exit of V.A. Slastenin sees in the study of personality and orientation towards its development, which corresponds to the ideas of humanistic education.²

Humanistic education is carried out in acts of socialization, education and selfdevelopment proper, each of which contributes to the harmonization of the personality, forms a new mentality. The humanistic perspectives of revival make in demand not only such personal qualities as practicality, dynamism, intellectual development, but above all culture, intelligence, education, planetary thinking,

² <http://sdo-10.journal.ru/journalnumbers/anglijskaja-sistema-do.htm>

professional competence. This definition is largely consonant with the author of this book. However, it is utopia to set the goal of harmonious personal development.

There are still no criteria that would allow us to talk about the practice of harmonious

development of the individual, teachers do not have such knowledge and professional abilities to implement this process, there are no appropriate conditions in the educational and upbringing process. It is rather not a goal, it is an ideal goal. The methods of education should be understood as the ways of professional interaction between a teacher and a child in order to solve educational and educational problems. The method of educating a child's individuality is divided into its constituent elements (parts, details), which are called methodological techniques. In relation to the method, the techniques are of a private, subordinate nature. They do not have an independent pedagogical task, but obey the task pursued by this method. Upbringing methods are methods of interconnected activities of educators and pupils aimed at solving the problems of upbringing. A parenting method is a way to influence a child. The choice of upbringing methods is carried out in accordance with the pedagogical goals, which are set taking into account the educational environment, age, individual - typological characteristics of students, the level of upbringing of a particular child and the team as a whole. The method of upbringing always depends on the specific characteristics of the child and "his social situation of development" (L.S. Vygotsky). Finally, the method of education is always determined by the personal and professional qualities of the educator himself. Describing the methods of education, one cannot fail to mention the method of education. This is an integral part of the method, one of its "building blocks".³

In short, when we analyze the system of preschool education in foreign countries (UK and Germany), the main goal of the preschool education system in English kindergarten is to provide every child with independence, freedom, opportunities to express themselves. If the greater use of yin is also determined by the fact that it consists of the formation of knowledge about the events that take place, as well as various materials through side-by-side support, rather than through play, the German children's garden The presence of a variety of forms and types of preschool education is surprising, as well as the conditions created for children to think independently and freely from an early age. to be able to

³ ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 2 | 2021 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2021: 5.723

analyze, and most importantly to be formed as a person with an independent mind. It would not be a mistake to say that this is the basis. Of course, I would like to emphasize that this system has its own and appropriate direction in Uzbekistan. Adoption of the new version of the Law "On Education" on September 23, 2020, according to which the first stage of education, the type of pre-school education and upbringing, should be carried out at this stage. The measures taken are reflected in this law and other legal documents. A number of important works are being done for the full aesthetic, moral, physical and intellectual development of children, and I think it is expedient to follow the example of foreign experience.

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