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This article discusses the establishment of an effective pre-school education system aimed at ensuring the formation of the next generation, the preparation of educational-methodical, didactic materials, and artistic literature reflecting national, cultural, and historical values, and the arousal of interest in reading books from childhood, as well as the implementation of the project under a public-private partnership agreement.

Keywords: generation, preschool education, system, national, cultural-historical, value, book, educational-methodical, didactic materials, state.

INTRODUCTION

Over the last few years, organizational and legislative steps have been taken to construct an effective preschool education system aimed at assuring the development of a healthy and well-rounded developing generation.

Simultaneously, work is being done to fully implement state policy in the field of pre-school education of existing structural stability, in particular:

- The current state of preschool education management provides an opportunity to quickly identify and eliminate systemic problems, develop and introduce modern innovative technologies in this area, including in the non-governmental sector;
- It is being established a public-private partnership aimed at attracting investments in the sector of preschool education, including the development of public and co-educational institutions, their material and technical re-equipment, and the use of innovative pedagogical technologies;
- The current status of the infrastructure and material and technological base of preschool institutions provides for full coverage of children with preschool institutions; but, as the country's population grows, some preschool institutions become overburdened;
- Educational-methodical, didactic (including games and toys) materials, and artistic literature reflecting national cultural and historical values and arousing interest in reading books since childhood, as well as work on the integration of pre-school educational institutions' activities, all meet modern requirements;
- The current system of personnel training and retraining can provide highly qualified specialists capable of professionally resolving issues of child upbringing and development in the field of preschool education;
- The fact that the system of material stimulation for employees of pre-school educational institutions is at a good level allows qualified personnel to be attracted;
- Due to inefficiencies in the organization of territorial health authorities' work in providing medical services to children in pre-school educational institutions, the effectiveness of

preventive measures to protect children's lives and health, including the provision of healthy nutrition, has increased.

In this regard, the president of the Republic of Uzbekistan issued decree No pp-3261 on September 9, 2017 to introduce modern management of preschool education, to improve the educational and educational process, to staff preschool educational institutions with highly qualified specialists, and to improve their infrastructure, material, and technical equipment:

- Organization of modern public and co-educational organizations;
- To provide investors with the opportunity to receive tax benefits and other preferential treatment, as well as preferential loans, which are required for the establishment of pre-school educational institutions, particularly in areas where there is a high demand for such institutions and infrastructure is lacking;
- On the mountain, it is written that the project would be implemented on the basis of a public-private partnership agreement signed by investors with Authorized Public Authorities for a period of 50 years, and so on.
- In this sector, a new system was established in accordance with the decision on "the organization of the operations of the Ministry of Preschool Education of the Republic of Uzbekistan."
- The new ministry has been tasked with developing and implementing a unified state policy in the field of preschool education, expanding the state and non-state network of preschool education institutions, strengthening the material and technical base, providing qualified pedagogical personnel, dramatically increasing the coverage of children in pre-school educational institutions, incorporating modern educational programs and technologies into educational processes, and more.
- The issue of training specialists in the field of preschool education received significant attention. The topic of educating highly educated educators, who will make all of the decisions and teach our children the most important concepts and skills, has risen to the top of the agenda. The creation and publication of a new generation of educational and educational-methodological literature, as well as the development of sophisticated pedagogical approaches and procedures that match modern criteria in this area, was also a pressing issue. The Republic of Uzbekistan's standards for the development of children of primary and preschool age, as well as the state educational program of the "first step" preschool institution, were adopted. Teachers in modern preschool organizations are now teaching youngsters new material through play courses in open-access activity centers.
- We see quality-oriented preschool education as a normative base that creates value from the perspective of sustaining its value in preschool childhood, the listed principles aimed at the structure and implementation of the educational process.

The quality of the norms and requirements that the state establishes for the acquisition of information by preschool children is determined by their compliance with societal socio-cultural needs, as well as ensuring the completeness and integrity of their child's development, while preschool education is aimed at preserving childhood's essence.

The quality of the educational process is determined by the content, forms, and methods used, as well as the participants' mutual solidarity. Personnel, financial-economic, software-

methodical, mental, sanitary-hygienic, and medical health, as well as socio-pedagogical resources and conditions, all contribute to the quality of the resource supply process.

The state of children's health, personal achievements of children, personal professional achievements of teachers, and achievements of a preschool facility are all factors that influence the quality of the results.

The process of organizing children's activities in a pre-school educational institution is a system-forming unit of pre-school education quality that continues to exist, summarizing all of the characteristics and descriptions of systemic quality. The formation of one or more of these qualities of children's development processes (physical, social, cognitive, artistic-aesthetic), from which the quality of the holistic educational process is formed, both the age group obtained separately and the entire preschool institution, determines the total quality of the processes of formation of certain types of children's activities.

The quality of education provided by a preschool facility is not constant: it varies according to the development of new features. The source of their occurrence is external and internal harmony, which is caused by external and internal variables. Preschool education quality is thus portrayed as a unit of process and result, real and potential, internal and external quality. The preschool institution is an external factor that contributes to the central quality of the system of social order-making aims that represent the state and society's requirements for children's education. Such objectives will always be linked to particular social andososes that are characteristic of different periods in society's development. Due to the current level of development of society, competence, independence, freedom and responsibility, nature and interests of society, the skill of managing one's own behavior and activities, the ability to actively and creatively master the cultural and historical space with the aim of creating a new quality of life are its specific characteristics. Quality-oriented social order, in our opinion, should imply the development of a person who possesses these fundamental characteristics.

The concept for the growth of the Republic of Uzbekistan's preschool education system until 2030 has been developed, and the "road map" for its implementation has specified the target indicators of the preschool education system's development in 2019-2024 and 2025-2030.

For the medium and long term, the concept specified the aims, objectives, priorities, and stages of development of the pre-school education system.

The Republic of Uzbekistan's vision for developing its pre-school education system until 2030 will serve as the foundation for developing pre-school education programs and measures. The text addresses issues such as a dearth of trained pedagogical people, overpopulation in government agencies, inconsistency in material and technological conditions, and a lack of state educational and methodological tools.

The goal is to increase the number of children receiving pre-school education from 38.1 percent today to 80.8% by 2030. At the same time, pre-school education organizations will continue to expand their capacity: by 2021, the number of seats will have increased by 56.8% (by 2030-132.3%) due to the opening of new pre-school education organizations, as well as the development of current alternative forms of preschool education for Public-Private Partnership and remote districts of the Republic. In the coming years, educational and management people will be given significant emphasis. The work is being done in two directions: increasing the

number of pedagogues and introducing innovative approaches to training, retraining, professional development, and development of pre-school education system staff. The consortium's target indicators range from the Republican Party to the regional, district, and city levels, and are based on calculations of the funds required to attain these goals.

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