

**PEDAGOGICAL SYSTEM FOR PRESCHOOL EDUCATION IN PRESCHOOL
ORGANIZATIONS (MTT): A COMPARATIVE ANALYSIS WITH FOREIGN EXPERIENCES**

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Annotation: The article describes the organization and management of the effectiveness of preschool education in developed countries on the basis of modern requirements, improving the competence of teachers, educational work in the preschool education system.

Basic concepts: preschool education, activities, personality of the child, pedagogical staff, education system, educational work.

In the developed countries of the world, the task is to establish state and non-state preschool institutions, to introduce completely new approaches to the training, retraining, advanced training, selection and development of preschool education staff. The formation of children as individuals and subjects, mental development, spiritual and moral upbringing are among the most pressing issues.

Extensive research is being conducted to identify the factors that determine the organization and management of the effectiveness of preschool education in the world in accordance with modern requirements, increase the competence of teachers, the overall process of reform in preschool education. At the heart of this research is the improvement of the system of assessment of didactic processes in preschool education, the methods of preparing children for school.

In recent years, the country has carried out comprehensive reforms to monitor the activities of preschool education organizations, improve the skills of teachers, the formation of personal qualities in students, increase the coverage of children in the field of preschool education. It is also important to meet the needs of preschool education, to develop the abilities, talents, internal capabilities, individual and psychological characteristics of preschool children in all respects. At the same time, there is a growing interest in the study of advanced foreign experience in preschool education. Consider the example of several countries.

The pre-school education system is an important stage in the German education system. Preschool education is carried out in Kindergarten. They go to kindergarten from 3-6 years old to school age. "Children with developmental delays or underage children attend pre-school groups (German: Vorklassen) and school-based kindergartens - Schulkindergarten. These kindergartens are subject to a separate FE rule or to the pre-school sector or the primary education sector "[]. Kindergarten is an institution started by the Germans and studied and accepted by many foreign countries. It is part of a system of institutions to support the younger generation, not the state system, as noted above. In Germany, since 1996, legal norms have been developed for participation in kindergarten. Transfer of children to kindergarten is voluntary. Parents are charged a certain amount of money to attend kindergarten, depending on their income. In Germany, 80% of children between the ages of 3 and 6 attend preschool.

The pre-school education system in South Korea has its own characteristics. The Republic of South Korea is attracting the attention of many researchers because it is one of the few countries in the Asia-Pacific region that has achieved the achievements of post-industrial civilization. Koreans believe that the main task that must be fulfilled is to preserve their traditional culture, to strive to link political and socio-economic reforms with their cultural and political identity, the traditional values and orientations of the East. The country's education system is recognized by UNICEF experts as "the most efficient" among industrialized countries.

"Preschool education is not a general education in South Korea. Parents send their children to private preschools. Classes in these institutions are conducted in Korean, English, and in some only in English. Admission to kindergarten is from 3 to 5 years old. The main task of the kindergarten is to create conditions for the full development of families. Kindergartens mainly teach music, drawing and arithmetic. In Korean kindergartens, great attention is paid to the formation of independence in children. The age difference between children can be up to 3 years "[7, p. 5].

The pre-school education system in Canada has its own characteristics. In Canada, pre-school education applies to children between the ages of 4 and compulsory school age. Different provinces of Canada show peculiarities in their curricula. For example, in Quebec, Ontario, Manitoba, pre-school education is 2 years, 4 to 6 years old, and 1 year in Alberta and British Columbia. The school year begins in the first week of September and ends in the last week of June.

Preschool education accepts children from 3 months to 1 year of age. There are separate pre-school education programs for children between the ages of three and five and between the ages of five and seven. Kindergarten programs are also available for 1-2 year olds. The purpose of kindergarten is to prepare children for primary school in Canada.

Such preschools are called daycare, childcare, or nursery school. In Canada, MTTs have programs and methods of preparation for school: academic, play, Montessori, Waldorf, Reggio Emilia, public and religious preschools.

The goal of play-off learning, common in Canada (sometimes referred to as "play schools"), is to ensure a child's social skills and school attendance through minimized play.

Different approaches can be observed in the curricula. Montessori (Montessori learning) approach - gives the child the freedom to choose their tasks and activities (with the teacher). Special attention is paid to subject education.

Waldorf learning: a great deal of attention is paid to the implementation of practical exercises (embroidery, design, application). In the process of performing these exercises, children become interested in art, develop creativity, spatial imagination.

Reggio Emilia learning (Reggio Emilia learning): children and educators choose and plan lessons. MTT students are also given the right to participate in open projects that require critical and creative thinking. There are also community-based preschools in Canada. In such cooperative-based kindergartens, parents voluntarily conduct classes (usually at least once a week) [6, p. 87].

There are also religious preschools in Canada. They are created and run by children's religious institutions or schools. Such kindergartens operate for children of Christian, Catholic, Jewish and Islamic faiths.

In our country, the most important condition is the improvement of pedagogical processes in preschool education, raising the spiritual, moral and intellectual development of the younger generation to a qualitatively new level, as well as creating opportunities for the use of innovative forms and methods of education. The current situation in our country serves to implement measures aimed at improving the system of preschool education.

In his address to the Oliy Majlis on January 25, 2020, President of the Republic of Uzbekistan Sh.M.Mirziyoev said: "As a result of the reforms we have launched to develop preschool education, 5,722 public, private and family kindergartens were established last year. As a result, the coverage of our children with preschool education has increased from 38% to 52% in one year. "[4]

There is a need to introduce completely new approaches to the training, retraining, advanced training, selection and development of staff in the preschool education system.

One of the key factors in the reform of preschool education in Uzbekistan is the study of "personal interests and the priority of education" in the education of the whole person. It includes the Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No PP-2707 "On measures to further improve the system of preschool education in 2017-2021", September 9, 2017 PP-3261 "On measures to radically improve the system of preschool education" Resolution No. PF-5198 of 30 September 2017 "On measures to radically improve the management of the preschool education system" and the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated 21 March 2017 "On measures to radically improve the management of the preschool education system". The importance of the idea of "the interests of the individual and the priority of education" in the process of preschool education, expressed in the Resolution No. 244 "On approval of the Regulations" [1,2,3,4,5].

In Uzbekistan, the interests of the individual and the priority of education are a matter of public policy that contributes to the development of our country.

Resolution of the President of the Republic of Uzbekistan dated April 5, 2018 No 3651 "On measures to further improve and develop the system of preschool education" reflects the ideas of measures to further improve the system of preschool education, which today is an important legal document is calculated. The requirements of the above-mentioned Presidential decrees, resolutions and legal acts are aimed at radically reforming the system of preschool education in Uzbekistan, increasing the intellectual and spiritual potential of the next generation. Coaches are first and foremost recognized as the main executor of the social order that society places on the education of the younger generation. In recent years, a large-scale work has been done in this direction in our country. In particular, the quotas for admission to higher education institutions in the field of undergraduate education "Preschool Education" have been increased, the duration of study in this area has been reduced to three years.

In our country, as an indicator of cognitive activity in preparing children for school through the use of various cognitive methods in preschool education, we can mention temperance, enthusiasm, learning comprehension, creativity, behavior in non-standard learning situations, independence in solving learning tasks, etc. (Figure 1) .

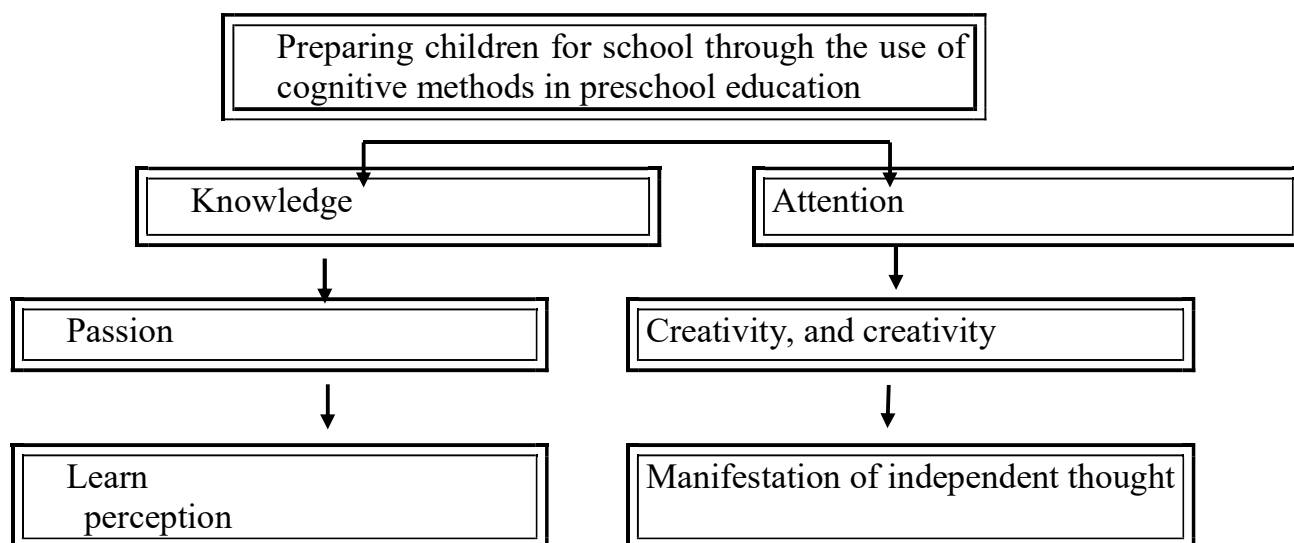


Figure 1. Indicators of preparing children for school through the use of cognitive methods in preschool education

As shown in the picture, the manifestation of children's participation and activity in the learning process in preparing children for school through the use of cognitive methods in preschool education is an evolving, changing process. With the help of the educator, children's cognitive activity moves from a lower level to situational activity, and from it to active performance. In many ways, it depends on the educator whether the child's cognitive activity rises to the level of creativity or not.

Thus, in today's world, in the era of development of technology and information processes, the issues of reforming preschool education, educating the perfect person, giving them a modern education are the first priority. In particular, in the reform of preschool education, it is important and necessary to improve the quality of education, which is determined by the readiness of the child for school.

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