

**LEGAL BASIS OF PRESCHOOL EDUCATION SYSTEM IN UZBEKISTAN AND RESULTS OF INTERNATIONAL EXPERIENCES**

**Shirinova Firuza Inoyatovna**  
Navoi State University.  
Doctor of Philosophy (PhD) in History

**Annotation**

The article presents the regulations for improving pre-school education in the Republic of Uzbekistan and analyzed the practical experience of foreign countries such as Russia, UK, Germany, Turkey, Japan.

**Key words**

preschool education, especially preschool education, foreign experience.

As noted by the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his report to the enlarged meeting of the Cabinet of Ministers, dedicated to the main results of the country's socio-economic development in 2016 and the most important priority areas of the economic program for 2017, "Previous meetings critically analyzed the state of work in the field of education and science, the implementation of the state youth policy, and the introduction of new, modern methods of education, including information and communication technologies. Since the implementation of urgent tasks in this area is of strategic importance for the future of our youth, society, and our country, work in this area has been entrusted to the Prime Minister personally. The current state of preschool education management does not allow for the timely identification and elimination of systemic problems, the development and introduction of modern innovative technologies in this area, including in the non-state sector; the growth of the country's population is leading to overcrowding of some preschool educational institutions; The preparation and introduction into the activities of preschool educational institutions of educational and methodological materials, materials and fiction reflecting national cultural and historical values and instilling interest in reading books from childhood do not meet modern requirements; fifthly, the current system of training and retraining of personnel cannot provide the preschool education sector with highly qualified specialists capable of professionally solving the issues of upbringing and comprehensive development of children. Deficiencies in the organization of the work of territorial health care bodies in providing medical services to children in preschool educational institutions lead to a decrease in the effectiveness of preventive measures to protect the lives and health of children, including ensuring healthy nutrition<sup>1</sup>.

The Resolution of the President of the Republic of Uzbekistan No. PP-3305 “On the Organization of the Activities of the Ministry of Preschool Education of the Republic of Uzbekistan” dated September 30, 2017 was adopted. As noted in the commentary to this resolution: “... today, the issue of radically improving the activities of preschool educational institutions, increasing the coverage of preschool children, and creating a modern system in all respects, while studying advanced foreign experience, remains relevant”<sup>2</sup>. As stated in the Decree of the President of the Republic of Uzbekistan No. PF-5198 dated September 30, 2017 “On measures to radically improve the management of the preschool education system”, “The preschool education sector is considered the primary link in the continuous education system, which plays a very important role in raising a healthy and well-rounded child and preparing him

---

<sup>1</sup> Ўзбекистон Республикаси Президентининг 2017 йил 9 сентябрдаги «Мактабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида» ПҚ-3261-сон қарори. // «Халқ сўзи», 2017 йил 11 сентябрдаги сони.

<sup>2</sup> Ўзбекистон Республикаси Президентининг 2017 йил 30 сентябрдаги «Ўзбекистон Республикаси Мактабгача таълим вазирлиги фаолиятини ташкил этиш тўғрисида» ПҚ-3305-сон қарори

**INTERNATIONAL CONFERENCE**  
**“Global Horizons in Philology and Pedagogy: Experiences of Turkic Nations” September 25, 2025**

for school. During the years of independence, the education and upbringing system and the upbringing of a well-rounded generation in the republic have risen to the level of the main priorities of state policy. However, the conducted analyses show that the effectiveness and results of the work carried out in the field of preschool education are insufficient”<sup>3</sup>.

The main tasks and areas of activity of the Ministry of Preschool Education of the Republic of Uzbekistan and its territorial divisions include the creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, taking into account advanced foreign experience. The experience of several foreign countries is analyzed below. The idea of providing education to young children in the preschool education system of the Russian Federation appeared in 1918 after the adoption of the “Regulation on the Unified Labor School”. From the date of adoption of the Regulation, it was guaranteed that every child would have the right to education from birth. Today's educational standards are reflected in the “International Convention on the Rights of the Child”, which states the following: Accessed on September 22, 2017. - children should have the opportunity to attend educational institutions; - adults should create conditions for children to study; - education should include all the necessary conditions to prepare a young person to understand his life within the framework of society; – the interaction of participants in the educational process should be based on the expression of respect for the child. The preschool education system in Russia is in a state of constant change, it is constantly updated, changes its appearance and improves. The first teachers for a child are his parents. They should educate children from infancy in physical, intellectual and moral matters. The activities of preschool educational institutions (PSE) are aimed at helping families in the next stage of education and upbringing. Some experts argue that there is no need for kindergartens, and preschool education should be fully entrusted to parents, and they themselves should decide where and how to prepare the child for the first grade.

The English system of preschool education Great Britain is a country of unique culture and traditions. In Great Britain, pre-school education was born out of a voluntary movement to help the children of poor working-class families<sup>4</sup>. In 1816, Robert Owen opened the first kindergarten in Scotland for the children of his factory workers. At the beginning of the 20th century, several kindergartens were opened at the initiative of the Macmillan sisters, where they mainly cared for the health and good nutrition of children from low-income families. Stages of development. 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 when enrolling in school. Compulsory education in England, Scotland and Wales begins at the age of 5, and in Northern Ireland at the age of 4. The starting date for education is considered the earliest in Europe. Preschool education became a priority only after the adoption of the Preschool Education Act in 1996. The main purpose of its adoption was to improve the quality of education in kindergartens, raise educational standards and increase funding for early childhood education. Special attention is paid to children with special needs and for whom English is not their native language. It is worth noting that the distinction between childcare and education is not the same in all countries. In the UK, both are recognized as important and necessary. There are 25 types of institutions providing such services in the UK, and therefore the education system here is diverse and not equally important. Since 1997, early childhood education reform has been carried out in England. In the UK, teaching is usually focused on the child, not on the subject being studied or the teacher. This approach is based on the history of English education, and its development was influenced by Rousseau, Froebel, Montessori. 50% of classes in this regard are held in preschool institutions (for comparison, in Spain this figure is 12%, in Italy and Denmark 20%, in France,

---

<sup>3</sup> Қонун ҳужжатлари маълумотлари миллий базаси ([www.lex.uz](http://www.lex.uz)), 2017 й. «Халқ сўзи» газетаси, 2017 йил 3 октябрь

<sup>4</sup> <http://sdo-journal.ru/journalnumbers/anglijskajasistema-do.html>

**INTERNATIONAL CONFERENCE**  
**“Global Horizons in Philology and Pedagogy: Experiences of Turkic Nations”September 25, 2025**

Belgium and the Netherlands 25%, and in Germany and Sweden 30%). Experts estimate that in the UK, over the next 10 years, jobs in preschool institutions will increase by 250,000. Help for parents. In 1997, a program was launched in Great Britain to establish early support centers aimed at children from low-income families. These centers provide all the necessary services for the care and education of the child, and parents are also involved in this process. In 1998, the number of such centers was 11, by 2001 their number had reached 35, and today there are more than 100.

German law provides for the right to free preschool education. Children can be taken to a nursery from the age of 4 months. Most Germans take advantage of this right. In Germany, grandparents, who are representatives of the older generation, do not understand the obligation to take care of their grandchildren after they are born and receive a pension. Therefore, parents are forced to send their children to kindergartens and nurseries. The variety of forms and types of preschool educational institutions (PSEs) is amazing. The most interesting types of kindergartens are as follows:

1. Waldkindergarten (from the German word Wald - forest, Kindergarten - kindergarten). The idea of creating such kindergartens originated in Scandinavia. Often such kindergartens are located in the forest. Children are constantly outdoors, study trees and other plants, make various things from natural materials. Children are taught to love nature and preserve it.

2. Bauernhofkindergarten (from the German word Bauernhof - a farmer's yard, a fortress; Kindergarten - kindergarten). Such kindergartens are located on farms, farms or in the vicinity of them. Until they are old enough, children help farmers with livestock, growing vegetables and fruits in the fields and gardens.

Reggio-Kindergarten. The concept of creating such kindergartens appeared in the Italian city of Reggio Emilia, from where the name comes. Such a preschool educational institution resembles a market square - a large room (hall) in the middle and a structure leading from it to various "areas" of the town - smaller rooms.

Integration kindergartens. In this type of preschool educational institution, children with physical and mental disabilities are brought up together with healthy children. Such conditions are considered an excellent opportunity for normal children to learn patience, tolerance and respect. Children with disabilities are not isolated from society, they learn to communicate and get along with their peers. The large number of such kindergartens and schools in Germany creates favorable conditions for the life, education and self-expression of disabled people. 6. International kindergartens. Such kindergartens were created for immigrants, and are often organized by immigrants themselves for their children. There are a lot of Turkish-German, Jewish, Russian-German kindergartens in Germany. The concept of these institutions is based on the principle of bilingualism<sup>1</sup>. That is, in groups there is always a teacher who speaks their native language with children, as well as a teacher who speaks German.

The preschool education system in Turkey differs in some respects from the education systems of other countries. There are state and private preschool educational institutions in the country, to which children are assigned with an application and a certificate of health of the child. The period of admission to kindergarten can last from 3 to 6 months. Due to the large number of people waiting in line, kindergarten fees are set for 3 months, 6 months or a year. While a monthly fee starts at 100 liras, private institutions start at 2000 liras. The age of admission to kindergarten is set at 2-3 years, children are transferred to the preparatory group at the age of 5. They go to school at the age of 7.

There are no classes where children sit on chairs and listen to a teacher. Children are given a lot of freedom. They can do whatever they want, get their clothes dirty, jump and run all over the field. One can find many positive and negative aspects of this approach to working with children. However, parents have a wide choice of concepts, theories and ideas. They can send their children to the kindergarten that is most suitable for their child.

**INTERNATIONAL CONFERENCE**  
**“Global Horizons in Philology and Pedagogy: Experiences of Turkic Nations” September 25, 2025**

There is a common saying about the method of raising children in Japan: "A child is a king up to the age of 5, a slave from the age of 5 to 15, and a human being with equal rights after the age of 15"<sup>5</sup>.

This phrase has various interpretations in other nations. The history of the development of the education system, including preschool education, dates back to the distant Meiji period. Kindness and love for children are one of the most important aspects of Japanese society, and the main and most important source of such love is a woman. In Japan, preschool education is carried out in the following institutions:

- nurseries, child care centers hoikuen;
- kindergartens yōchien;
- special institutions for the disabled. Although preschool education is not compulsory, there is a great need for nurseries and kindergartens for children, and it is necessary to make efforts to place a child in kindergarten in advance.

One of the achievements of the above-mentioned developed countries in the preschool education system is the outsourcing system, which was used as an experiment in preschool educational institutions in Uzbekistan and achieved positive results. The model of modern kindergartens on a private and participatory basis was also adopted. The partnership of the state and business has developed. For example, “The outsourcing system has created an opportunity for entrepreneurs to store products in large refrigerators on a rental basis and deliver them every five days, freeing them from the worries associated with the communal kitchen and focusing on education and upbringing”<sup>6</sup>. In addition, placing a child in a preschool educational institution is carried out not only to create convenience for mothers, but also to improve the family budget and ensure that mothers can work freely, based on international experience. In conclusion, it should be said that studying the preschool education systems of foreign countries, analyzing their advanced experience and developing specific measures to adapt them to the conditions of our republic will allow us to improve and modernize the preschool education system of our country.

### **List of references**

1. Ўзбекистон Республикаси Президентининг 2016 йил 29 декабрдаги «2017-2021 йилларда мактабгача таълим тизимини янада такомиллаштириш чора-тадбирлари тўғрисида» ПҚ-2707-сон қарори. // «Ўзбекистон Республикаси қонун ҳужжатлари тўплами», 2017 йил 9 январь, 1-сон, 11-модда.
2. Ўзбекистон Республикаси Президентининг 2017 йил 9 сентябрдаги «Мактабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида» ПҚ-3261-сон қарори. // «Халқ сўзи» газетасининг 2017 йил 11 сентябрдаги 181 (6875)-сони.
5. Мирзиёев Ш.М. Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қонидаси бўлиши керак. / Мамлакатимизни 2016 йилда ижтимоий-иқтисодий ривожлантиришнинг асосий яқунлари ва 2017 йилга мўлжалланган иқтисодий дастурнинг энг муҳим устувор йўналишларига бағишланган Вазирлар Маҳкамасининг кенгайтирилган мажлисидаги маъруза. – Т.: «Ўзбекистон», 2017.
6. <http://razvivash-ka.ru/sistema-doshkolnogo-obrazovaniya-v-germanii/>
7. <https://galitravel.ru/doshkolnoe-obrazovanie-v-yaponii/>
10. <http://sdo-journal.ru/journalnumbers/anglijskaja-sistem>

<sup>5</sup> <https://galitravel.ru/doshkolnoe-obrazovanie-v-yaponii/>

<sup>6</sup> Раҳимова Х. “Мактабгача таълим ташкилотларида ташкил этилган аутсорсинг хизматининг афзалликлари”, Халқ сўзи.// 2022 18-феврал