

ANALYSIS OF THE CONTENT AND DEVELOPMENT TRENDS OF THE PRESCHOOL EDUCATION SYSTEM IN DEVELOPED COUNTRIES

АНАЛИЗ СОДЕРЖАНИЯ И ТЕНДЕНЦИЙ РАЗВИТИЯ СИСТЕМЫ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ В РАЗВИТЫХ СТРАНАХ

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Abstract. *This article analyzes the content of the preschool education system in Germany, Japan, and Singapore. The study highlights factors such as public-private partnerships, pedagogical approaches, game activities, and the integration of information and communication technologies as key criteria for determining the effectiveness of preschool education. This analysis reveals the possibilities of introducing foreign best practices in the development of the preschool education system in Uzbekistan.*

Аннотация. *В статье анализируется содержание системы дошкольного образования в Германии, Японии и Сингапуре. В качестве ключевых критериев эффективности дошкольного образования рассматриваются такие факторы, как государственно-частное партнерство, педагогические подходы, игровая деятельность и интеграция информационно-коммуникационных технологий. Анализ раскрывает возможности внедрения зарубежного опыта в развитие системы дошкольного образования в Узбекистане.*

Keywords: *preschool education, developed countries, educational content, development trends, educational experience.*

Ключевые слова: *дошкольное образование, развитые страны, содержание образования, тенденции развития, образовательный опыт.*

In today's globalization process, the field of preschool education, which is a crucial stage in the formation of human capital, is in the center of special attention worldwide. Because the knowledge, skills and values formed in childhood determine the individual's socialization, professional activity and contribution to the development of society. The experience of developed countries shows that the effective organization of the preschool education system, on the one hand, ensures the quality of education, and on the other hand, serves the sustainable development of society and the formation of competitive human capital. For example, in Germany, Singapore, and Japan, preschool education is not limited to upbringing and care, but is aimed at comprehensively ensuring the intellectual, social, aesthetic, and physical development

(7th international scientific and practical conference)

of the child. In these countries, a play-based approach, differentiated education, cooperation with parents, as well as mechanisms for monitoring the quality of education have been effectively established, and the content of education has been optimized.

International and domestic scientific research on optimizing the content of preschool education shows that the following factors are crucial for ensuring effectiveness:

- Development of scientifically based curricula;
- Improving the capacity of pedagogical personnel and developing scientific and research activities;
- Strengthening infrastructure and material and technical base;
- A child-centered approach;
- Introduction of best practices based on international cooperation.

German preschool education system German law stipulates the right to free preschool education. Children can be taken to a nursery from the age of 4 months. Most Germans use this right. There are many types of kindergartens in Germany.

In Germany, the University of Giessen offers a 6 semester bachelor's degree in preschool education, which, through a modular system, provides in-depth knowledge of theories, practical exercises, diagnostics, family pedagogy, legislation and quality management. Alice Salomon University of Applied Sciences - Alice Salomon University of Applied Sciences Bachelor's degree in preschool education: lasts 7 semesters, combines practice and scientific reflection, provides students with scientific training in pedagogy, teamwork, and family cooperation.

Japan is a rapidly developing country, and the main reason for this is the hard work and entrepreneurship of the Japanese people. Striving for all the innovations and achievements in the world, using the latest achievements and further developing them have become ancient national customs of the Japanese people. In Japan, great attention is paid to preschool education. In the process of educating children in Japan, emphasis is placed on various problems of upbringing at each age of the child. For example, at the age of 1, to form a sense of self-confidence, at the age of 2, to engage in applied arts and manual labor, at the age of 3, to cultivate a sense of duty, at the age of 4, to teach the difference between good and evil, at the age of 5, to cultivate leadership qualities, to teach them to plan independently and act on them. Boys and girls are raised separately. They are taught that the boy is the future support of the family and to overcome difficulties. Girls are taught housework. In Japanese kindergartens, children are divided into small groups of 8 people. In this way, they are taught to work in a team from an early age. Each student in this group must be in his own place in the group. Japanese kindergartens accept children aged 3-5. The purpose of kindergartens is to develop children's mental and physical abilities, to teach independence and self-

(7th international scientific and practical conference)

discipline skills, and to teach them to respond appropriately to social events. Much attention is paid to teaching oral speech and the correct use of words. Interest is awakened in the creative qualities of a person, such as fairy tales, books, and music. The main task of kindergarten is to prepare a child for school.

In Japan, the National Standard Preschool Curriculum serves as a guide for all preschools, promoting balanced and holistic development in line with the national philosophy of education. The curriculum focuses on six core components: communication, spirituality and moral values, humanism, self-development, physical and aesthetic development, and science and technology. These components are designed to foster critical and creative thinking, moral values, and innovation. Japanese early childhood education (ECE) is characterized by a holistic approach that emphasizes the comprehensive development of children's cognitive, social, emotional, and physical abilities. A focus on play-based learning is a key aspect of this system, in which children engage in organized and free-form activities that promote creativity, collaboration, and problem-solving. Hands-on activities play a crucial role in teaching children valuable life skills and building positive habits. Learning these basic skills at an early age is important because it prepares children for future responsibilities, while also developing good habits such as neatness and organization. Early education in these areas not only supports personal growth, but also lays the foundation for disciplined and well-rounded adulthood. During free play, children are encouraged to interact with their peers, develop social connections, and cooperate. This approach emphasizes building relationships and developing interpersonal skills, rather than encouraging solitary play, to foster a sense of community and mutual understanding among children. The country's educational priorities are shaped by the aspiration to excellence, with cultural values playing a significant role [3].

Kindergartens in Singapore provide education for children aged three to six years. Kindergartens are run by religious institutions, community foundations, civic or business groups, international schools and childcare centres. There are no state kindergartens in Singapore. The establishment of preschool educational institutions is entrusted to public organizations and private entrepreneurs. The preschool education system in Singapore operates on the basis of the M. Montessori methodology [3].

Based on the Resolution of the President of the Republic of Uzbekistan №. PQ-289 dated June 21, 2022 "On measures to improve the quality of pedagogical education and further develop the activities of higher educational institutions training pedagogical personnel", it is necessary to systematically develop higher educational institutions training pedagogical personnel and improve their management activities, develop modern educational programs introducing advanced foreign experiences, raise the training of highly qualified professional personnel to a new level, as well as ensure the harmony of education, science and practice in the field of pedagogy, revise the

(7th international scientific and practical conference)

educational programs of higher educational institutions training pedagogical personnel in collaboration with foreign specialists and bring them into line with the requirements of the National Qualifications Framework, the International Standard Classification of Education (ISCO-2011) and international assessment programs (PISA, TIMSS, PIRLS, TALIS), and provide full-time students of higher educational institutions training pedagogical personnel with the opportunity to study in the form of a full-time program. The weekly training sessions were implemented in the “4+2” format, including 4 days of classes at a higher education institution and 2 days of internships at preschool and general secondary educational institutions.

The activities of higher educational institutions that train personnel in the field of preschool education in our republic are aimed at in-depth theoretical and practical study of children’s development, improving the quality of personnel training, and introducing innovative technologies in education based on international experience. In recent years, elements of international experience (Finland, South Korea, Japan, Singapore) have been included in the curricula. Based on these experiences, the scientific research centers “Eco Laboratory” and “Innovative Preschool Education Laboratories” are operating at the Faculty of “Preschool Education” of Chirchik State Pedagogical University, and the scientific laboratory “Pedagogical Innovation Center” is operating at Gulistan State University.

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