

An Innovative Strategy Model Based on a Variable Approach to Preschool Education: An Example of the Experience of Foreign Education Systems

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ABSTRACT: This article is for educators and describes how to solve communication problems in preparing 6-7 year old children for school in preschools through the ‘Science Path Variety Program’.

KEYWORDS: Science Path Program, Competence, Communication, Socialization, Development Center, Language and Speech.

Uzbekistan is currently undergoing radical changes in the system of preschool education. In particular, radical reforms are being implemented in the field of pre-school education, and new decisions and regulations are being developed. Pre-school education is the primary link in the system of continuing education, which plays a vital role in the education and preparation of a healthy and mature child in all respects. During the years of independence, the education system in the country and the upbringing of a harmoniously developed generation have risen to the level of the main priorities of state policy. However, the analysis shows that the effectiveness and results of the work carried out in the field of preschool education is insufficient, there are positive changes in the field, along with the achievements, as well as problems.

In particular, over the past 20 years, the number of state-owned preschools has decreased by more than 45%, and today the coverage of children with preschool education in the country is 30%. Also, the material and technical base of preschool education institutions does not meet modern requirements.

From this point of view, in order to develop the industry, to raise it to a higher level, the head of our state, a number of decisions and orders have been adopted by our government, which are gradually being implemented. The effectiveness of this work can be seen in the decisions and decrees adopted in recent years, as well as in the normative documents.

In particular, the Resolution of the President of the Republic of Uzbekistan No. PK-3955 of September 30, 2018 “On measures to improve the management of the preschool education system” states that the preschool education system is an important link in the system of continuing education. Strengthening the technical base, providing them with qualified teaching staff, the introduction of modern educational programs and technologies that develop children in all respects intellectually, spiritually, aesthetically and physically in the educational process, raising their level of readiness for school.

This, in turn, emphasizes the importance of a systematic study of the changes taking place in the industry, the measures taken, a systematic analysis of the development of changes in the industry.

Great attention is paid to the system of preschool education in the Republic of Uzbekistan. On the initiative of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev, in

accordance with the Presidential Decree No. 5198 of September 30, 2017 “On measures to radically improve the management of the preschool education system”, the Republic of Uzbekistan The Ministry of Education was established. Therefore, there is a need to radically reform the preschool education system in order to improve the software and teaching aids in the system based on international best practices.

In the framework of the implementation of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 No 999 “On measures for the gradual transition to compulsory one-year preparation of children for primary education” assumes.

Undertook a one-year compulsory one-year preparation of children aged 6-7 for school. In order to comprehensively develop, educate and prepare 6-7-year-olds for school, there is a need to develop and approve the Way of Science program.

In 2013, President Obama proposed making high-quality preschool education available to every four-year-old in the United States.¹ Since then, early childhood education has been a controversial topic with both parents and policymakers. For the 2014-2015 year, 44 states offered state-funded pre-Kindergarten education for children beginning at age 4. Prior to age 4, parents are responsible for the full cost of preschool. In preschool, children will learn to strengthen their social and emotional development. Children learn how to compromise, be respectful and problem solve. Preschool provides an environment for children to explore, gain a sense of self, play with peers and build self-confidence. Children learn they can accomplish tasks and make decisions without the help of their parents. Behavior management is a major part of preschool learning. In preschool, children learn how to be students. Children learn patience, how to raise their hands and take turns. Children also learn how to share the teacher’s attention. Children also learn about routine, following directions and waiting. Quality preschools help children find answers through exploration, experimentation, and conversation. Going to preschool also helps children learn to separate from their parent or caregiver.

The program is based on the main areas of development of the child’s personality (physical development and formation of a healthy lifestyle; socio-emotional development; speech, communication, reading and writing skills; development of the cognitive process; creative development).

The state requirements for the development of primary and preschool children have been introduced in the Republic. An integrated approach to the teaching process of the curriculum ensures the integrity of the child’s development.

Modernization of the pre-school education system in the Republic of Uzbekistan requires the need and importance of creating equal opportunities for pre-school education, as well as the development of alternative and disadvantaged models of preparing children for school education.

The program of one-year preparatory groups for compulsory primary education for children aged 6-7 years The plan of the education sector approved by the Cabinet of Ministers of the Republic of Uzbekistan, the Concept of development of preschool education based on the principles of pedagogy. The goals and objectives of the program are for preschool children to provide equal for the necessary development practice and preparation for school capacity building.

One-year preparatory groups for compulsory primary education for children aged 6-7 years are required by parents who are unable or unable to enroll their children in a full-time preschool and they must ensure the full development of children in 5 key areas (physical development and health) in accordance with the State requirements for preschool education.

Lifestyle shaping; socio-emotional development; speech, communication, reading and writing skills; development of the cognitive process; creative development) is aimed at ensuring harmonious development in all respects.

Russian children often attend kindergarten (детский сад, detsky sad) from as early as 18 months old, up until they begin primary school at six or seven years old. Russia is home to almost 48,000 kindergartens, which include both local Russian schools and international alternatives. As a result, there are plenty of preschool options for expat parents. Regional and local governments run the vast majority of kindergartens in Russia and by law they can only charge parents up to 20% of the total cost of childcare. Despite the abundance of kindergartens throughout the country, spaces remain limited. For instance, there were 15,000 more preschool-aged children than there were preschool places in Moscow alone. For this reason, many parents often add their child to a waiting list immediately after they have given birth. There are also numerous privately-owned preschools in Russia, particularly in and around the major cities. Some international schools for older children also offer facilities for preschool-aged children, with instruction in the school's primary language. However, fees can be very high.

In conclusion, we can say that the results of the development of innovative activities of preschool institutions are reflected in the participation of teachers in the renewal of their preschool education and their participation in author's project, programs, methodological developments in various directions.

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