

*Jizzakh State Pedagogical Institute*



**Journal of Preschool  
Education**

*The faculty of pre-school  
education*

## PRESCHOOL EDUCATION ABROAD

Begimova Noila Furqat qizi

Ergasheva Dinora Diyor qizi

**Abstract:** Preschool education has an incomparable place in every great country with developed education. Based on the world experience, Uzbekistan also pays great attention to the preschool education system. Preschool education is the basic foundation of general secondary education and higher education. The stronger the foundation, the more beautiful the building will be and will last for many years. In recent years preschool infrastructure and the quality of education in Uzbekistan have been radically reformed and developed. This article describe in detailed the experiences of the preschool education system in the developed countries of America, Britain, and Russia as well as the reforms and innovations in the preschool education system in Asian countries and Uzbekistan.

**Keywords:** preschool, education, expressios, techniques, childhood, countries.

In Britain:

Early Years Foundation Stage (EYFS), which is based on years of pedagogical research and is constantly being improved while taking into account contemporary realities, is the only state-controlled early development program present in the UK, where preschool education is taken very seriously. The current version of EYFS was adopted in 2008, and it is the main distinction between the UK's preschool education system and the contemporary Russian system.

The blend of tradition and innovation, where techniques are enhanced and values are retained, is what makes the British approach to education special. Therefore, the three fundamental and constant tenets of EYFS are that each child should:

- is singular in all of its expressions;
- it constantly studies the world around it;
- it only grows strong and self-assured in healthy relationships.

In Russia

The Russian term for early childhood education (ECE) is doshkol'noe obrazovanie, which can be roughly translated as "preschool education". It should be noted though that the term doshkol'noe ("preschool") is used broadly to cover the span from infancy (two months) to the onset of formal school education (hence "preschool"). At the same time, the age for school entry in Russia has varified from the age of 8 years in the 1920s–40s to the age of 7 with an option for 6-year-

old children to enter an extended 4-year primary program in the 1980s–2010s. Currently, the age of children entering primary school ranges from 6.5 to 8 years, thus defining preschool education as the one offered to children from the age of 2 months to age 8. Consistent with earlier laws passed in Soviet and post-Soviet years, the most recent 2012 Federal Law on Education guarantees the accessibility of free education to all children of preschool age

#### In American countries

Rapidly evolving preschool education poses challenges for local, state, and federal education policy. In 1960, just 10% of the nation's 3- and 4-year-olds were enrolled in any type of classroom. Less than a half century later, nearly three-quarters of children enroll in a preschool classroom at age 4 and about half do so at age 3.<sup>1</sup> These trends have been accompanied by growth in private preschool education and child care state-funded pre-K, preschool special education, and the federal Head Start program.<sup>2</sup> Public programs currently enroll about half of those in programs at ages 3 and 4. Children are therefore served by programs that vary widely in enrollment, program design and operation, and this is true across and even within states. Issues of quality also arise out of this miscellany. A recent study in California, for example, revealed that state pre-K offered the highest educational quality, but that educational quality averaged across all programs, public and private, was relatively low.<sup>3</sup> This policy brief summarizes research regarding the short- and long-term effects of preschool education, with particular attention given to what is known about influences on program effectiveness. This information is relevant to public policy makers who must decide whether and how much to support various types of preschool programs, what standards to set for public programs, and how much funding to allocate.

In Arkansas, California, Michigan, New Jersey, New Mexico, Oklahoma, South Carolina, and West Virginia, the initial impacts of one year of state pre-K on children's cognitive capacities were also estimated using the RDD approach.<sup>58</sup> For general cognitive and language skills, the average impact sizes across these eight states were 0.23; for math, they were 0.31; and for print awareness, they were 0.79.

#### In Asian countries (China and Uzbekistan)

Pre-school education is an important component of education cause in China. In urban areas, pre-school education is mainly kindergartens of 1 to 3 years, which could be full time, part-time, boarding or hour-reckoned. In rural areas, pre-school education is mainly nursery classes and seasonal kindergartens in addition. In the aging, minority, remote and poor areas, besides the normal preschool education,

there are irregular education with various forms such as children activity centers, game groups, mobile aid centers, and mobile service called "caravan".

Following the policy of providing per-schooling education by the state, collective bodies, citizens and individuals and developing through multiple channels in various forms, pre-school education in China has made significant progress. In 2019, there were 281,174 kindergartens with an enrollment of 47,138,810 young children. Per-school education has been generally universalized in big and middle-sized cities.

During recent years, pre-school education in the mass rural areas, particularly in remote, poor and minority areas, has developed rapidly. The kindergartens combine childcare with teaching so that the children will develop physically, morally, intellectually and aesthetically in a harmonious way to get ready for their formal school education. The educational activities conducted in kindergartens constitute a systematic, purposeful and multi-faceted process of education conducive to lively, invigorating and sound development of children. With playing games as the main part of educational activities in kindergartens, a good environment should be created conducive to the education with conditions and opportunities offered to children to live and display their expressiveness.

To enhance the management and guidance of kindergartens, the state has formulated a series of regulations including "Regulations on The Management of Kindergartens" and the "Regulations on Kindergarten Work" placing the management of kindergartens on scientifically sound and institutionalized basis. The state has also formulated regulations and rules concerning the qualification of kindergarten teachers and the assessment of their performance. At present, the normal schools devoted to the training of kindergarten teachers and the discipline of pre-school education have made big stride and the training system of pre-school teachers at considerable scale has taken shape.

Your body is made up of different parts, each with a specific job. For example, your head helps you think and your heart helps you pump blood. The government recognizes the importance of providing early childhood education, and it has announced an ambitious plan to increase enrollment in early childhood programs. To achieve this goal, the government created the Ministry of Preschool Education in September 2017. This ministry is unique in the world, because it is responsible for all aspects of early childhood education in Uzbekistan.

## Notes and References

- 1 Belfield, C. (2008). Unpublished analyses of enrollment in any type of center-based program for children who turned 4 (or 3) prior to September of the current school year using data from the National Household Survey of Education, 2005.
- 2 Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007: State preschool yearbook. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.
- 3 Karoly, L.A., Ghosh-Dastidar, B., Zellman, G., Perlman, M., & Fernyhough, L. (2008). Nature and quality of early care and education for California's preschool-age children: Results from the California Preschool Study. Santa Monica, CA: Rand.
- 4 Belfield, C. (2008). Unpublished analyses of enrollment in any type of center-based program for children who turned 4 (or 3) prior to September of the current school year using data from the National Household Survey of Education, 2005. Some other analyses of NHES data report slightly lower rates of participation, but those lower rates are based on age in the spring of the year when the survey was conducted rather than whether children belong to the age 4 or age 3 birth cohort for school entry purposes.
- 5  
Sec. 645. PARTICIPATION IN HEAD START PROGRAMS [42 U.S.C. 9840]. Retrieved July 18, 2008 from [http://www.acf.hhs.gov/programs/ohs/legislation/HS\\_act.html#645](http://www.acf.hhs.gov/programs/ohs/legislation/HS_act.html#645)
- 6 Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007: State preschool yearbook. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.
- 7 Barnett, W.S., Hustedt, J.T., Friedman, A.H., Boyd, J.S., & Ainsworth, P. (2007). The state of preschool 2007: State preschool yearbook. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.
- 8 Karoly, L.A., Ghosh-Dastidar, B., Zellman, G., Perlman, M., & Fernyhough, L. (2008). Nature and quality of early care and education for California's preschool-age children: Results from the California Preschool Study. Santa Monica, CA: Rand.
- Early, D.M., Barbarin, O., Bryant, D., Burchinal, M., Chang, F., Clifford, R., Crawford, G., Weaver, W., Howes, C., Ritchie, S., Kraft-Sayre, M., Pianta, R., & Barnett, W.S. (2005). Pre-Kindergarten in Eleven States: NCEDE's Multi-State Study of Pre-Kindergarten & Study of State-Wide Early Education Programs (SWEET). Chapel Hill, N.C.: NCEDE.
- 9 Blau, D. (2007). Unintended consequences of child care regulation. *Labour Economics*, 14, 513-538.
- 10 Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (in press). Meta-analysis of the effects of early education interventions on cognitive and soc