

SCIENTIFIC METHODS OF PRE-SCHOOL PEDAGOGICS: THE SYSTEM OF PRESCHOOL ORGANIZATION IN UZBEKISTAN

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***Abstract:** The system of preschool education in Uzbekistan has undergone significant transformations aimed at enhancing early childhood development through structured pedagogical methods. This article explores the scientific approaches to preschool pedagogy, focusing on the integration of educational theories and practices designed to foster cognitive, social, and emotional growth in children. The analysis highlights the role of play-based learning, developmental psychology, and the Montessori method in shaping the current preschool curriculum. Additionally, it examines government initiatives and policies that support early education, emphasizing teacher training, infrastructure development, and family engagement. The findings provide a comprehensive overview of Uzbekistan's evolving preschool system and its commitment to international educational standards.*

***Keywords:** Preschool education, Uzbekistan, pedagogical methods, early childhood development, play-based learning, developmental psychology, Montessori method, educational policies, teacher training, family engagement.*

Introduction

The formation of the process of preschool education is associated with ancient times, the emergence of statehood. The education and upbringing of young children began with the teaching of secular and religious knowledge, the secrets of governing the state, to the young children of palace officials.

The formation of the first pre-school educational institutions in Uzbekistan, and later in the former Soviet Union, the management of the pre-school education system was carried out by the command-and-control method, using various means of government influence.

Literature review

The Law of the Republic of Uzbekistan "On Preschool Education and Upbringing" describes in more detail the concept of "pre-school education and upbringing": a type of continuing education aimed at preparing children for general secondary education" (Law, 2019). This interpretation states that pre-school education and upbringing is the first stage of the process of bringing up a child as a competent person, and is defined as the first type of education that performs the task of preparing for general secondary education. The study of the activities of PEI (preschool education institutions), monitoring, assessment of the managerial ability of the head of PEI is reflected in many foreign literature, research work [1].

Although many laws on preschool education have been adopted and scientists are conducting research on the activities of preschools, effective management of the preschool education system, the formation of a competitive environment among preschools and, as a result, the provision of quality preschool education, as a result of leaders' in-depth knowledge of management science, there are many shortcomings and deficiencies in the education and upbringing of the younger generation.

In our research, we have a deep understanding of the importance of preschool education management, effective management of the preschool education system and evaluation of the activities of the head of the preschool education organization, as well as incentives for educational organizations and their employees[2].

The laws of the Republic of Uzbekistan on preschool education, decrees of the Republic of Uzbekistan, resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, as well as scientific and methodological works of

scientists on management and pedagogy, education management and pedagogical management, management of preschool education were used as research materials [3].

Research methodology

Comparative analysis, generalization of scientific and scientific-methodological works (ideas), induction and deduction, methods of scientific knowledge were used as methods of theoretical research.

With the passage of time, the pre-school education system is modernizing and adapting to the demands of education in a rapidly changing society. In the system organizations, along with the rapid change of management methods, management culture, pedagogical processes, the forms and quantity of information resources that help to ensure that management and pedagogical processes keep pace with the times have increased opportunities to ensure high quality preschool education [4].

Preschool education requires the leaders to have a high level of leadership responsibility, embodying such qualities as knowledge of management, organization, creativity. The spirituality, high culture and patriotism of the leader are necessary in the management of the team, leading it towards the goals of the organization. One of the main conditions for the selection of staff in a modern preschool organization, the acquisition of knowledge and experience of recent years in the continuous improvement of their knowledge and skills [5].

Numerous studies have shown that scientists study the activities of PEIs, and when evaluating the performance of managers and employees, the region is derived from the nature of the region in which they live. For example, S.S. According to Belyx, "PEI, operating in a market economy, focuses on the current requirements of its activities in the interests of consumer services." Focusing on the full market relations of PEI, the scientist compares the population's access to preschool education services, their demand for PEI services with the cost of services, and draws conclusions about what prices the population of Russia can now buy [2].

Also, in E.G. Grigoreva's assessment of PEI's activities, most of the questions in the survey on administrative and economic means of influence in relation to Russian legislation and the opinion of the population and PEI staff on the organization's activities were related to laws and by-laws adopted by the Russian government [6].

In assessing the activities of the above and other scholars PEI and its leaders, taking into account the level of economic development of each country, the spirituality of the population, cultural values, the volume and cost of PEI services, access to PEI services, the level of spiritual development We have developed an independent evaluation methodology, assuming a regional approach in evaluating performance. In the development and implementation of evaluation criteria in accordance with the areas of activity of the preschool education system and organizations operating in the system, it is necessary to take into account the requirements, space and practical aspects set out in the regulations adopted by our government. The results of the management of the pre-school education system are reflected in the activities of the system organizations, in the healthy, harmonious upbringing of children of preschool age. The government has set important tasks for the preschool education system and its organizations, first of all, the results of the system until 2030 are described in detail in the Resolution of the President of the Republic of Uzbekistan "On approval of the concept of preschool education until 2030". implementation demonstrates that the system is operating efficiently (Resolution, 2019).

The Resolution of the President of the Republic of Uzbekistan "On approval of the Concept of development of the preschool education system of the Republic of Uzbekistan until 2030" is expected to achieve the following results from the activities carried out under the concept:

The following results are expected from the implementation of the concept:

- formation of an effective innovative system of preschool education that provides equal opportunities for all children to receive quality preschool education;
- to define pre-school education as the first stage of lifelong learning, to increase its role in the physical, intellectual and moral development of the child as a person;
- implementation of institutional changes in the system of preschool education on the basis of the diversity of models and types of preschool educational institutions, the creation of a healthy competitive environment in this area;
- expansion of construction, reconstruction and overhaul of buildings and structures of preschool educational institutions on the basis of introduction of modern energy and resource-saving technologies, equipping them with educational-methodical, didactic materials, developmental games and toys, fiction, furniture, computer equipment, educational equipment;
- involvement of the private sector in the field of preschool education, increasing its social responsibility, expanding funding sources and increasing the range of preschool education services;
- increase funding for the preschool education system, increase the efficiency of the use of budget funds in the provision of preschool education services, ensure a decent salary for teachers;
- introduction of a socio-state system of quality management of preschool education;
- ensuring full coverage of six-year-olds with preparation for compulsory one-year free general primary education;
- ensuring the coverage of 80.8% of children aged 3 to 7 with preschool education; to increase the number of pedagogical staff in preschool educational institutions to 247.7 thousand.
- Annex 2 to this Resolution sets out a “Roadmap” for the implementation of the Concept of Development of the Preschool Education

System of the Republic of Uzbekistan until 2030, systematic monitoring of the implementation of the Concept by the Ministry of Preschool Education, general coordination, prompt consideration and resolution of problematic issues hindering the development of preschool education in the country, monitoring the implementation of the Concept on the basis of indicators for evaluating the activities of the competent authorities for the timely, quality and full implementation of the measures (Resolution, 2019)[7].

Article 41 of the Law of the Republic of Uzbekistan "On Education" describes the implementation of the rating of educational institutions as follows:

Rating of educational institutions:

creating a healthy competitive environment among educational institutions; stimulating the growth of the level and quality of scientific and pedagogical activity; effective use of the scientific potential of teachers; achieving high indicators of teaching quality; for the purpose of training qualified personnel in high demand in the labor market.

The head of the educational institution is personally responsible for the reliability of the information provided by the educational organization to determine the rating (Law, 2020)[8].

Clause 42 of the Law deals with monitoring of the education system, state bodies monitor the quality of education in regular educational institutions, clause 43 of the Law emphasizes the importance of state control in the field of education, and the responsibility of educational institutions to improve the quality of education. the suspension of the activities of the organizations is set (Law, 2020).

Analysis and results

As a result of studying the assessment indicators provided by the legislation of the Republic of Uzbekistan on preschool education, as well as the regulations adopted by our government on the activities of the preschool education system, we offer the following indicators for assessing preschool education in the region [9]:

1. Level of enrollment of preschool children in educational institutions (K_1)

A (children 3–7 years old in the area participating in PEI)

$$K^1 = \frac{A}{\text{total amount of MTCs in the region}} * 100 \quad (1);$$

2. Share of non-governmental preschool educational institutions (K_2)
N(amount of non–state MTCs in the region)

$$K_2 = \frac{N}{\text{total amount of MTCs in the region}} * 100 \quad (2);$$

3. Proportion of children attending non-governmental preschool institutions (K_3)

A(children aged 3–7 in the non–MTC area)

$$K^3 = \frac{A}{\text{total amount of MTCs in the region}} * 100 \quad (3);$$

4. Group Filling Index (K_4)

$$K_4 = \left| 100 - \frac{\sum_{i=1}^n \text{(number of children in the PEI group)}}{30} * 100 \right| \quad (4);$$

5. Proportion of higher education in PEI (K_5)

Apedagogical staff with higher education in PEI

$$K_5 = \frac{A_{\text{total pedagogical staff in PEI}}}{\text{total pedagogical staff in PEI}} * 100 \quad (5);$$

6. PEI staff trained in the last 3 years (K_6)

$$K_6 = \frac{\text{PEI pedagogical staff trained in the last 3 years}}{A_{\text{total PEI pedagogical staff}}} * 100 \quad (6);$$

7. Proportion of children infected with infectious diseases during their stay in PEI (K_7)

A number of children infected during their stay in PEI

$$K_7 = 100 - \frac{\text{A children attending PEI}}{\text{Total children}} * 100 \text{ (7);}$$

In the PEIs of the study area, children were considered to be infected once, regardless of how many times they became ill over the study period. This calculation was developed taking into account the individual physical development of the child, the body's ability to fight disease[10].

8. Percentage of children with foodborne illness during PEI (K_8)

A number of children with foodborne illness during their stay in PEI

$$K_8 = 100 - \frac{\text{A children attending PEI}}{\text{Total children}} * 100 \text{ (8);}$$

In the PEIs of the study area, children were considered to have been infected once, regardless of how many times they became ill over the study period. 9. Percentage of children injured during their stay in PEI (K_9)

A number of children injured while in PEI

$$K_9 = 100 - \frac{\text{A children attending PEI}}{\text{Total children}} * 100 \text{ (9);}$$

In the PEIs of the study area, children were considered to be ill once, regardless of how many times they were injured during the study period. This calculation was developed taking into account the health and physical development of the child's body[11].

10. Equipping PEI rooms with modern media (K_{10})

N_{group} rooms equipped with modern media

$$K_{10} = \frac{N_{total \text{ group rooms in PEI}}}{N_{group}} * 100 \text{ (10);}$$

As a result of the study of preschool education institutions in the regions on the basis of the above indicators, the amount of indicators is determined and the indicator of the development of the regional PEI system is calculated as a geometric mean[12]:

$$K_{PEI \text{ dev.}} = \sqrt[10]{\prod_{i=1}^{10} K_i} = \sqrt[10]{K_1 * K_2 * K_3 * K_4 * K_5 * K_6 * K_7 * K_8 * K_9 * K_{10}} \text{ (11);}$$

The results are tabulated in order to clearly see and analyze each indicator of the activity of regional PEIs and the overall, ie the indicator of the development of the regional PEI system (Table 1).

Table 1. The results of the rating assessment of the activities of regional PEIs

№	Name of cities and districts	Level of enrollment of preschool children in educational institutions (K ₁)	Share of non-governmental preschool educational institutions (K ₂)	Share of children attending non-governmental preschool institutions (K ₃)	Group Filling Index (K ₄)	Share of higher education in PEI (K ₅)	PEI staff trained in the last 5 years (K ₆)	Share of children infected with infectious diseases during their stay in PEI (K ₇)	Share of children with foodborne illness during PEI (K ₈)	Share of children injured during their stay in PEI (K ₉)	Equipping PEI rooms with modern media (K ₁₀)	Region PEI system development indicator, K PEI dev.
	Cities											
1.												
2.												
...												
n												
	Districts											
1.												
2.												
...												
n												

Note: Calculated as a result of the author's research.

After analyzing the activities of PEIs in the regions, based on the results obtained, they are evaluated as follows [13]:

1. The activity of the department of preschool education in the regions with a result of 65.0-100% of the maximum score is "excellent";
2. The activity of the department of preschool education in the regions with the result of 51.0-64.9% of the maximum score is "secondary";
3. The activity of the department of preschool education in the regions with the result of 41.0-50.9% of the maximum score is "satisfactory";
4. The activities of the department of preschool education in areas with a score of 0-40.0% of the maximum score are "unsatisfactory".

Given the importance of the first, i.e., the level of enrollment of preschool children (K_1) in a situation where the results of two or more regional PEIs are the same, the region with the highest score will be ranked higher.

The management activities of the head of the preschool organization and the activities of the teaching staff can be determined from the assessments of parents whose children attend the PEI, and this activity is carried out by the Supervisory Board of the State Preschool Organization [14].

Clause 50 of the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing" contains the following views on the Supervisory Board of the State Preschool Education Organization:

In order to assist in the upbringing, development and education of the child in the state preschool organization, a supervisory board is formed, which consists of legal representatives of children attending the organization, their employees, as well as representatives of NGOs and other civil society institutions [15]. Supervisory Board of the State Preschool Education Organization:

determines the priorities for the development of the state preschool education organization; appoints the head of the state preschool education organization from among the candidates nominated by the district (city) department of preschool education for inclusion in the Ministry of Preschool Education of the Republic of Uzbekistan for approval, as well as makes proposals on his dismissal [16]; hears reports of the head of the state preschool educational

organization on measures taken to improve the activities of this organization, financial and economic situation, income and expenses, use of budget funds, extra-budgetary, sponsorship and other funds; conducts social surveys related to the activities of the head and other employees of the state preschool education organization; make proposals to the district (city) departments of preschool education to encourage the heads and other employees of the state preschool education organization [18].

The supervisory board of a public preschool education organization may exercise other powers in accordance with the legislation.

The procedure for organizing the activities of the Supervisory Board of a state preschool education organization shall be established by the Ministry of Preschool Education of the Republic of Uzbekistan.

From the above, it can be seen that the Supervisory Board of the State Preschool Education Organization plays an important role in monitoring the activities of the PEI, studying the activities of the head and staff of the organization, setting them pedagogical, psychological and financial directions [19].

The Supervisory Board of the state preschool organization is responsible for studying and evaluating the activities of the head and staff of the preschool organization, proposing to encourage their work and impose disciplinary sanctions. Clause 50, paragraph 5 of the law stipulates that the supervisory board of the state preschool education organization conducts public surveys on the activities of the head and other employees of the state preschool education organization [20].

In our study, a questionnaire was developed to determine how parents whose children attend PEIs evaluate PEI activities.

On the study of PEI activities

QUESTIONNAIRE

Answering the questions correctly and honestly will help you to solve various problems in the work of PEIs. The answers you provide are guaranteed to be kept confidential.

1. Your age: a) 20-30; b) 31-40 c) 41-50 d) 51-60;
2. Your gender: a) male b) female;
3. How many children do you have in the family? a) 1; b) 2; c) 3; d) 4 and more;
4. Your education: a) secondary; b) secondary special; c) higher.
5. The age of your child attending the PEI: a) 1-2; b) 3; c) 4; d) 5; e) 6; f) 7.
6. How do you assess the educational work with your child? a) unsatisfactory; b) satisfactory; c) medium; d) higher.
7. Are you aware of your child's PEI activities? a) no; b) yes; c) partially.
8. How do PEI staff treat your child?
a) bad b) average c) good.
9. Evaluate the educational services in the PEI (1 to 5 points):
a) 1; b) 2; c) 3; d) 4; e) 5.
10. Evaluate toys, literature, technical means in PEI:
11. a) 1; b) 2; c) 3; d) 4; e) 5.
12. What educational services does your child receive outside of PEI time?

13. Where is your child receiving this service? a) in PEI; b) In an institution other than PEI.
14. How much do you spend on PEI each month?

 thousand
soums.
15. Depending on your ability, how much money do you want to spend each month on PEI and your child's education and upbringing?

_____ thousand

soums.

16. Identify the positive aspects of the PEI that your child attends:

- a) popular in the area;
- b) availability of a pool;
- c) psychological care for my child is good;
- d) the school preparation course is highly organized;
- e) Located close to the house where I live.
- f) PEI staff is familiar;
- g) have a good relationship with my child's caregivers;
- h) there are many different programs in education and upbringing;
- i) well-organized pedagogical work;
- j) rich material and technical base;
- k) the playground is great for my child;
- l) it is good to feed the child;
- m) the child's health is well taken care of;
- n) quality additional educational services are offered;
- o) education and upbringing are fully focused on the development of the child;
- p) the other positive side

17. What suggestions do you have for PEI activities?

18. What other services would you like your PEI to have for your child's education and upbringing?

_____ **Thank you for your answers!** _____

In an objective study of the activities of the PEI, we collect the views of parents whose children attend the PEI using the websites and social networks, which are one of the modern media.

The study of the manager's management skills is a necessary process in the assessment of PEI's activities, and it is possible to determine the manager's managerial and managerial activities through a questionnaire survey of PEI staff. The content of the questions in the survey was focused on the use of modern management methods by the leader, the correct definition of management functions and principles. **On the study of the activities of the head of the PEI**

QUESTIONNAIRE

1. Gender of the head of your preschool organization:
 - a) male; b) female.
2. The age of the head of your preschool organization:
 - a) 20-30; b) 30-39; c) 40-49; d) 50-59; e) over 60
- years of age; 3. Information of your PEI leader:
 - a) medium; b) secondary special; c) higher; d) academic degree.
4. How many years of work experience of your PEI leader in leadership?
 - a) 0-1; b) 1-3; c) 3-5; d) 5-10; e) 10-20; f) 20-30.
5. Specialization of your PEI leader:

a) pedagogue	b) economics	c) other
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 specialization _____
6. Has your PEI manager received additional management information in the last 5 years?
 - a) yes; b) no.
7. Are the goals and objectives clearly defined in the PEIs?
 - a) yes; b) in part; c) no.
8. Is the work team fully formed in the PEI?
 - a) yes; b) in part; c) no.
9. Can the PEI leader fully motivate the team to work?
 - a) yes; b) in part; c) no.

10. Are the activities of PEI staff fully investigated and coordinated with labor legislation?

a) yes; b) in part; c) no.

11. What principles of management are reflected in PEI?

a) responsibility; b) discipline; c) incentives; d) word and work unit; e) attention and

respect for employees; f) clear sequence of tasks; g) others

_____ 12. What methods of management are most commonly used in PEI?

a) organizational; b) administrative; c) economic; d) socio-psychological; 13. In what economic ways are employees encouraged to work in PEI?

a) is not encouraged at all; b) tariff rates will be increased; c) surcharges are set; d)

cash and financial assistance; d) reward.

14. What is the psychological environment in the PEI workforce?

a) bad; b) good; c) can be endured.

15. Is there an opportunity for PEI to realize the personal potential of employees? a) yes; b) in part; c) no.

16. Are digital technologies (computers, cameras, etc.) used in PEI to monitor staff performance?

a) yes; b) no.

Thank you for your answers!

The survey of PEI leaders allows assessing the level of knowledge of the leader in the field of management, the ability to manage the workforce, and to compile a rating of the heads of preschools in the regions on the effective use of modern management tools.

Conclusion

Education management, in contrast to pedagogical and didactic management, means the effective management of the education system and the organizations operating in it, as well as the educational process.

Primary education management is an important area of management that combines many aspects of pedagogy, psychology and sociology, the main goal is to effectively manage the process of upbringing as a perfect person from the earliest years to school age.

The head of the preschool organization, along with pedagogical knowledge, needs to master the secrets of management, especially in today's rapidly developing market economy; enterprises and organizations pay great attention to their innovative activities, effective management of preschool education, its further development. is done. The degree to which a preschool organization has acquired management knowledge is determined by the results of the preschool organization's activities, its ability to compete in the region, and its reputation.

Taking into account the need to take into account the requirements, space and practical aspects of the regulations adopted by the government in the development and implementation of evaluation criteria in accordance with the areas of activity of the preschool education system and organizations operating in the system, we went out in doing so, we used more than a dozen indicators that reflect the activities of the preschool education system and organization.

In the objective study of PEI activities, parents whose children attend PEI collect the views of respondents using the websites and social networks, which are one of the modern media, and the use of digital technology today facilitates the survey and calculation of results.

The study of the manager's management skills is a necessary process in the assessment of PEI's activities, and it is possible to determine the manager's managerial and managerial activities through a questionnaire survey of PEI staff. The content of the questions in the survey was focused on the use of modern

management methods by the leader, the correctness of management functions and principles.

It is advisable to calculate the rankings of regional PEIs on a quarterly or annual basis and award the high-performing district department of preschool education with the title "Exemplary Department of Preschool Education" and give the highest performance PEIs in the region "Exemplary Preschool Education Organization".

Measures will be developed to improve the performance of the institution by introducing highly effective methods of modern management to the low-performing PEIs of the studied areas. It is an effective tool for managing existing preschools.

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