

## Mechanism of Use of Foreign Experience in Preschool Education Management

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**ABSTRACT:** The economic power of each country, the increase in the level of socio-spiritual life are determined by the competitiveness of the education system, the development of science as a result of reforms in the preschool education system, the management mechanism has been radically improved, the system of providing non-state educational services has been reformed, the system of secondary specialized, vocational education has been revised, measures have been taken to improve the quality of training specialists with higher education. a two-level system of postgraduate education was strengthened and introduced. This article provides an analytical overview of the mechanisms of using foreign experience in the management of preschool education and provides recommendations.

**KEYWORD:** Preschool education, innovation, management, experience, mechanism, world community, science, progress.

*Education is a matter of life and Mammoth for us, the president said. Without what sphere, we will not be able to achieve any changes, a comfortable life, without training modern mature personnel. The training of such personnel, the healthy gene pool of the nation, begins, first of all, from the pre-school education system.*

**President of the Republic of Uzbekistan Shavkat Mirziyoyev**

The economic power of each country, the increase in the level of socio-spiritual life are determined by the competitiveness of the education system, the development of science. In this regard, the strategy of actions for the further development of the Republic of Uzbekistan identifies as priorities the radical improvement of the education sector, improving the quality of education, the formation of an intellectually gifted, physically developed generation, in-depth training in exact sciences and the training of qualified personnel for various sectors of the economy, which ultimately provides for the creation of an education system that meets modern requirements.

As a result of the reforms in the sphere, the management mechanism in the preschool education system has been radically improved, the system of providing non-state educational services has been reformed, the system of secondary special and vocational education has been revised, measures have been strengthened to improve

the quality of training specialists with higher education, a two-level system of postgraduate education has been introduced.

Preschool education. This sphere, which is the primary link of the system of continuing education, plays an exceptional role in the upbringing and preparation for school of a comprehensively healthy and harmoniously developed personality of a child. However, the analysis has shown that in recent years, under the influence of various factors, in the preschool education system, instead of progress in preparing children for school, there has been a tendency to lag, to an increase in the coverage of preschool children by preschool educational institutions during the year. On the contrary, over the past 20 years, the number of state preschool educational institutions has decreased by more than 45 percent, and the coverage of children with preschool education in the republic today is 30 percent. This was facilitated by such factors as the inconsistency of the material and technical base of existing preschool educational institutions with modern requirements, variable programs not developed in the system, alternative forms of preparing children for school, insufficiently studied experience of developed countries, the absence of the majority of teaching staff with higher education, the lack of monitoring of the quality of education.

In his speech at the solemn event dedicated to the 26th anniversary of the state independence of the Republic of Uzbekistan, the Head of our State noted: “ Our goal is to ensure full coverage of preschool children by preschool educational institutions in the next 3-4 years, and we will definitely achieve this.”

Further improvement of the preschool education system as an important link in the holistic system of continuing education, expansion of the network and strengthening of the material and technical base of preschool educational institutions, providing them with qualified teaching staff, introduction of modern educational programs and technologies for comprehensive intellectual, spiritual, aesthetic and physical development of children into the educational process, cardinal increase in their readiness for school. a lot of practical work is being done to improve efficiency. In particular, the decree of the President of our country PP-3955 “ on measures to improve the management of the preschool education system” dated September 30, 2018 also identified a number of priority tasks. Including:

- Introduction of mechanisms for the preparation, selection and examination of educational and didactic literature for preschool educational institutions, as well as the improvement of their publication.
- Development of alternative forms of preschool education based on advanced foreign experience.
- To develop a procedure for improving the material and technical base of state preschool educational institutions and encouraging them to provide additional paid services in order to financially stimulate employees.
- Ensuring transparency through the introduction of modern forms of management in state preschool educational institutions.
- Improvement of the system of advanced training of heads of preschool educational institutions.
- Providing teachers of preschool education with the necessary methodological materials. [1] The role of foreign experience in shaping the management of the preschool education system in accordance with modern requirements and the upbringing of children in accordance with the spirit of modernity is enormous. Of course, there are many foreign countries that carry out effective work in this system and have achieved success. One of the countries that has achieved such success is France. Our country has established extensive partnership relations with this state for many years. On February 24 of this year, in order to develop foreign cooperation in the field of preschool education and work with gifted students, the delegation of the Embassy of our country in France held a meeting with the rector of the Paris Academy Christophe Carrero. During the meeting, the head of the diplomatic mission of Uzbekistan Sardor

Rustambayev dwelt in detail on the attention paid by the French side to the development of preschool education in our country, as well as on the details of the large-scale work being carried out. Along with the fact that Uzbekistan has established mechanisms for working with gifted children, serving as a social elevator for them, detailed information was also provided on the activities of presidential schools, creative and specialized schools. The interest in studying the experience of France in working with gifted children is particularly emphasized.

During the conversation, the importance of a comprehensive study of foreign experience in the field of preschool education and work with gifted students, including the French preschool education system, was noted. Rector Christophe Carrero, thanking for the interest shown in cooperation, expressed readiness, within the competence of his organization, to contribute to the further improvement of the system of preschool education and work with gifted children in our country.

Presenting a brief overview of the systematic work carried out in France in the field of preschool education, the French President noted that much attention is paid to the preschool education system in order to accelerate the intellectual development of society and eliminate inequality. In accordance with the current regulations, it was noted that preschool education in France begins at the age of 3 and is compulsory for everyone. He also said that the project ideal preschool educational institution of the 21st century” is being implemented in the capital region in order for preschool educational institutions to become a role model throughout the country. The main goal of this project is to create a system that covers everyone with education. For example, the digital system “Paris Ecole Numerique” allows students who are unable to attend school to receive online education. Another goal of this project is to consider parents as subjects of the preschool education system and integrate them into this society.

It was also stated that working with gifted children and providing them with equal opportunities to receive education in strong educational institutions, regardless of which family they come from, is one of the priorities of the policy pursued by the French government over the past 5 years. It was emphasized that well-known French schools and lyceums have a lot of experience in this direction. The French side expressed its readiness to cooperate with the relevant educational organizations of Uzbekistan in the above areas. The possibility of organizing special visits to educational institutions for delegations from Uzbekistan was also noted. As a reference, it should be noted that the Paris Academy is a state body coordinating the activities of preschool, secondary and higher education institutions located in the Ile-de-France metropolitan region. [2]

The priority of the quality of education as the core of educational policy makes it extremely urgent to create effective management mechanisms at all stages of the education system, starting from preschool. Preschool education plays a particularly important role due to the fact that it is in it that the comprehensive development of a preschool child is defined as the period of formation and formation of the foundations of a "perfect person" - a unique period.

Theoretical analysis of the problem of the quality of education in accordance with general secondary education, secondary specialized, vocational education and higher education (R. S. Akholidinov, N.I.Bulinsky, U.I.Inoyatov, V.A.Kali, S.E.Kurbanov, V.P.Panasyuk, M.M.Potashnik, H.F.Rashidov, E.A.Seithalilov, N. A. Selezneva, A.I.Subetto, U.Q.Talipov, P.I.Tretyakov, S.T.Turgunov, T.I.Shamova, S.E.Shishov, etc.) developed theoretical, organizational and methodological foundations of such management, its technologies.

The absorption of its fundamental elements demands rigorous theoretical experimental study in order to identify the characteristics that will improve the quality and efficacy of education in a preschool educational institution. How a preschool educational institution functions as an educational organization that assures quality in the context of commercial relations has not been investigated. As a result, it is hard to develop a concept for enhancing education quality in such circumstances without understanding its peculiarities.

The analysis of the modernization of the preschool education system in accordance with its quality showed a number of contradictions between:

- the absence of a scientifically based mechanism for the implementation by preschool educational institutions of a number of rights and powers in the selection of methods and means to achieve socially defined goals;

the need and expected result of the individual and society in obtaining a quality education in a preschool educational institution, the requirements for creating conditions for its satisfaction and the real state of real practice;

- the practice of local influence on certain aspects of the educational process due to the need to use a creative approach to quality management of education and the lack of a systematic vision of the object of quality management among the heads of preschool educational institutions; [3. 8 b.]

Turning to foreign experience, we mainly focus on its implemented mechanisms. The principle of development. This principle requires consideration of any object in the process of its emergence, formation and change; disclosure of its contradictory nature, taking into account quantitative and qualitative changes, the possibility of transition from one state to another. This principle, applied to the quality and effectiveness of the educational process in preschool educational institutions, requires:

- carrying out systematic monitoring of the quality of education, allowing to see quantitative and qualitative changes in the object of management, to determine the nature of these changes (progressive or regressive);
- identification of the causes and means of transition of the managed object from real quality to potential quality;
- orientation of management not only on the functioning of the management process within a given framework, but also on its development, as a result of which it reaches a new qualitative state;

Currently, interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process are growing day by day, one of the reasons for this is that, although until now in traditional education students were taught only to acquire ready-made knowledge, modern technologies allow them to independently search, independently study and analyze the acquired knowledge., teaches even to draw conclusions independently. The educator-teacher creates conditions for the development, formation, acquisition of knowledge and education of the individual in the process and simultaneously performs a guiding, guiding function. In the process of learning, the student-student becomes the main figure. Therefore, the role and role of modern teaching methods-interactive methods, innovative technologies-in the training of qualified specialists in higher educational institutions and faculties is very great. Knowledge, experience and interactive methods related to pedagogical technology and pedagogical skills ensure that students and students receive educated, mature skills. Innovation (English innovation) - innovation, innovation. Innovative technologies are the introduction of innovations, changes in the pedagogical process and the activities of teachers and students, in the implementation of which interactive methods are used to the greatest extent. Interactive methods are what is called collective thinking, that is, they are methods of pedagogical influence and are part of the content of education. The uniqueness of these methods lies in the fact that they are implemented only through the joint activity of a teacher and a student-student.

Such a process of pedagogical cooperation has its own characteristics, which include:

- to make the student-student not to be indifferent during the lesson, to think independently, creatively and to look for;

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- ensuring that the student-student constantly shows cognitive interest in the learning process;
- increasing the cognitive interest of the student-student to each question independently, with a creative approach; [4, 51 p.]

Summing up, we can say that the study of foreign experience in the management of the preschool education system and the study of the results of research on topical issues has allowed us to establish that a large number of practical studies have yet to be conducted to improve the quality and effectiveness of the educational process in preschool educational institutions. In this regard, the development and implementation into practice of a pedagogical system for improving the quality and efficiency of the learning process, the introduction of modern management principles in preschool educational institutions is of particular importance. Such a system should be developed on an interdisciplinary basis, involving knowledge in the fields of philosophy, sociology, pedagogy, systemology, management theory, psychology.

As an object of management, it is impossible to create a quality-oriented management system without the essence of the quality of a pre-school educational institution and the knowledge of a pre-school educational institution about a particular area of its formation. Therefore, first of all, it is necessary to analyze the quality of the pre-school education process and examine the peculiarities of the pre-school educational institution as an educational organization that provides quality. To do this, it is necessary to identify the methodological and theoretical bases of preschool education in the context of the category "quality" and develop an integrated model, which is the initial basis of the management studied on their basis.

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