

PRESCHOOL EDUCATION SYSTEM IN FOREIGN COUNTRIES

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Annotation

The article talks about preschool education and information is given about the preschool education system in developed countries. Opinions were mentioned that it is necessary to study the system of preschool education in foreign countries and apply their best practices in accordance with our conditions.

Keywords: preschool education, foreign experience, Japanese preschool education, German preschool education, French preschool education.

Аннотация

В статье говорится о дошкольном образовании. Дана информация о системе дошкольного образования в развитых странах. Высказывались мнения о необходимости изучения системы дошкольного образования зарубежных стран и применения их передового опыта в соответствии с нашими условиями.

Ключевые слова: дошкольное образование, зарубежный опыт, японское дошкольное образование, немецкое дошкольное образование, французское дошкольное образование.

The current level of development of human society is reflected in the fundamental changes implemented in all spheres of social life of our independent republic. Undoubtedly, such changes are closely related to the formation of a well-rounded person. The educational technologies we use must teach a person to develop and work independently. It is necessary to study the experiences of developed countries and apply them in accordance with our conditions. As an example, let's consider the educational system of Japan, one of the developed countries. Japan is a very fast developing country, which is mainly due to the industriousness and entrepreneurship of Japanese people. Striving for all the innovations and advancements in the world, using the latest achievements and developing them further - these have become ancient national customs of the Japanese people.



In Japan, the policy of applying science and technology, which uses the intellectual capabilities of the people, occupies the most important place. Currently, Japan ranks second in the world in terms of the amount of investment in scientific research. Japan has set 2 tasks: 1. to get rich, 2. to introduce western technologies into Japanese production, and to carry out this work first of all, he realized that the education system should be fundamentally changed. Preschool education in Japan

great attention is paid. Masaru Ibuku from Japan developed innovative methods used in the development of children, and he emphasized the above points in his work "Too late after the age of 3". According to Masaru, 80% of the human brain can be formed before the age of 3, but in education, there are almost no educational programs for children under the age of 3. Preschool education usually starts with the family. For Japanese women, motherhood comes first. Many Japanese women say that raising children is their life's goal. In Japan, a large part of the family budget is spent on the child's education. In the family, all conditions are created for the child to get a good education. During exams, children are freed from housework. Parents are role models for their children in all spheres. They study a lot to help their children study.

Mothers consider themselves responsible to the family dynasty and the state for their children to grow up to be intelligent, wise, gentle, fair and hardworking.

The Japanese are in favor of early adulthood. Emphasizes different problems of upbringing in different youth. For example, at the age of 1, instilling a sense of self-confidence, at the age of 2, to show practical art and handiwork, at the age of 3, to educate a sense of duty, at the age of 4, to teach the difference between good and evil, at the age of 5, to educate leadership qualities, independence, make plans and teach them to follow. Boys and girls are brought up differently. They look at the son as the future support of the family and teach him to overcome difficulties. Girls are trained for housework. In Japanese kindergartens, children are divided into small groups of 8 people. These children are assigned a place of work in the kindergarten, they choose a name for their khan. In this way, they are taught to work in a team from the youngest age. Each student in this group should have his place in the group.

Such khans are also used at the next stage of education. In high school, the khans are not permanent, they change every 5 months to get used to new conditions faster.

Japanese kindergartens accept children aged 3-5. The purpose of kindergartens is to develop children's mental and physical abilities, to train independence and internal order skills, and to teach them how to react correctly to social events. Also, great attention is paid to teaching oral speech and the correct use of words. Interest is aroused in the creative features of a person, such as fairy tales, books, music, sports games, painting. Kindergarten is the 1st stage of the system of forming a citizen of the country in Japan. Special attention is paid to the formation of skills of independent activity, collective consciousness, and social responsibility. The main task of the kindergarten is to prepare the child for school. Painting, music, rhythmic, and physical education classes are held here.

Individuality, no matter how good it is, does not attract students, it is not accepted by the children's community. In Japan, many methodical manuals and recommendations are published on family education, and many pedagogical tips are given on radio and television. Parents of school-aged children buy 2-3 books per month on average. Children of this age are published in 40 magazines per month, the vast majority of parents subscribe to these magazines. Before the child goes to school, it is necessary to acquire reading, writing and simple calculation skills. The preschool education system is an important stage in the German education system. Pre-school education is carried out in kindergarten. Children go to kindergarten from 3-6 years old to school age. Developmentally

retarded or underage children attend pre-school classes (German: Vorklassen) and kindergartens (German: Schulkindergarten) attached to schools.

These nurseries fall under either the pre-school sector or the primary education sector under a separate FE rule. Pre-school is not compulsory, but is mandatory for children with developmental delays in most FEs. Kindergartens are considered a lower level of education, but they are not part of the state system, but part of the system of youth support institutions. Kindergartens are financed by various public organizations, charity associations, enterprises, private individuals, religious institutions. Since 1996, legal norms for attending kindergarten have been developed. Sending children to kindergarten is voluntary. Parents are charged a fee for attending kindergarten based on their income. Kindergarten preparatory classes and entry groups are part of the first stage of school education. In French education, getting children ready for school from infancy is a very important issue. At this stage, pupils are classified as follows: small group (2-4 years old), middle group (4-5 years old), senior group (5-6 years old). Preschool age group (age 5-6), which includes 100% of children of this age in France. There are special programs and textbooks for preparing children for school.

In conclusion, it can be said that it will be easier to adopt the advanced aspects of foreign pedagogy into the educational system of Uzbekistan, to bring it up to the level of world state standards with the introduction of new and effective educational subjects. For this purpose, it is appropriate for us to be able to apply the following best practices of developed foreign countries in our educational system.

Winner: in the US pedagogy:

- a) raising a child in the spirit of confidence in his own abilities;
- b) not to belittle the child, not to crush his human qualities and pride;
- d) to raise him in the spirit of pride and pride for his country, etc.

In Japanese education:

- a) to thoroughly prepare the child for school;
- b) strengthening the responsibility of parents for the education and upbringing of children;
- d) consistent work with young talents.

In German education:

- a) serious attention is paid to differentiated education;
- b) strengthening the work and education of students

In French education:

- a) subject-oriented organization of education from pre-school education;
- b) thorough implementation of primary education in three stages;
- d) If great attention to providing didactic tools and other exemplary aspects were transferred to our education, our pedagogy would have taken a bold step forward.

The main two goals of preschool education in foreign countries and the first of them is to teach children foreign languages, and the second is to develop them physically, spiritually and mentally.

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