

**CONTENT AND ESSENCE OF THE CONCEPT FOR DEVELOPING THE  
PRESCHOOL EDUCATION SYSTEM**

**Tohirova Shahinabonu Bahodir kizi**

Asia International University,

Department of Pedagogy and Psychology,

Preschool Education Teacher

**ABSTRACT:** This article describes the content and essence of the preschool education system, measures being taken to further develop this area of education, and prospective plans. Besides that, in order to implement these plans until 2030, the Presidential Decree provides for measures to implement the "Concept for the Development of the Preschool Education System".

**Keywords:** Preschool education, students, concept, education, innovative technology, educator, future plans.

The preschool education system is the most important and initial link in any state education system. Because the formation of a human personality, its intellectual, physical, moral and social development is laid precisely in the preschool age. Therefore, during the years of independence, special attention has been paid to radically reforming the preschool education sector in Uzbekistan and developing it in accordance with the requirements of the times. In this process, the "Concept for the Development of the Preschool Education System" serves as an important programmatic document.

The *Concept for the Development of the Preschool Education System* is a strategic document aimed at the long-term development of the preschool education sector. It defines priority objectives such as modernizing the system, improving the quality and coverage of education, and introducing modern pedagogical technologies.

The main directions of this Concept include:

- increasing the level of coverage with preschool education;
- developing state and non-state preschool education institutions;
- improving the quality and content of education;
- enhancing the professional capacity of teaching staff.

The goals and objectives of the Concept are defined as follows.

The main goal of the Concept is to ensure children's right to receive quality preschool education and to raise them as well-rounded individuals. To achieve this goal, a number of tasks have been set, including expanding access to preschool education, training and developing teachers, introducing modern teaching methods, and creating a healthy and safe educational environment.

The essence of the Concept lies in the implementation of child-centered education. It emphasizes taking into account each child's individual abilities and promoting the development of creative and independent thinking. At the same time, upbringing based on national and universal values is considered a priority, since education and upbringing cannot be separated from one another. These two concepts always go hand in hand and are implemented

simultaneously in practice. In the process of providing education to preschool-aged children, it is essential to provide moral upbringing as well. A child without proper upbringing cannot fully benefit from education. The main objective of the Concept is precisely to raise children who are spiritually, intellectually, and physically healthy and well-developed.

The Concept identifies the renewal of educational content as an important task. It envisages abandoning traditional approaches and introducing educational methods based on the active participation of the child, including:

- developmental games;
- project-based activities;
- creative activities;
- problem-based learning situations.

Through these methods, children develop independent thinking, initiative, and creativity; their worldview is broadened, and their speech and communication skills are enhanced.

The Concept also pays special attention to the development of inclusive education for children with special educational needs. Through inclusive education, every child's right to education is ensured, and their social adaptation and level of social activity are enhanced. In inclusive education, the necessary conditions are created for children to develop their abilities and demonstrate their talents, and qualified pedagogical specialists are engaged to support them.

It is impossible to imagine a modern preschool education system without information and communication technologies (ICT). The Concept envisages the introduction of:

- electronic educational resources;
- multimedia tools;
- digital monitoring systems.

These measures contribute to increasing the effectiveness of the educational process. The Concept also identifies the improvement of the management system, as well as increasing transparency and efficiency, as key priorities. In addition to state budget funding, the system is expected to be financed through the attraction of private sector participation and foreign investment.

In conclusion, the Concept for the Development of the Preschool Education System serves to bring the education system to a new stage of development and plays an important role in educating a well-rounded generation. The Concept for the Development of the Preschool Education System is not only a crucial document for the education sector but also an important determinant of overall societal development. It aims to ensure the comprehensive development of children and to support their formation as competitive and morally mature individuals in the future.

The Concept for the Development of the Preschool Education System represents a comprehensive and forward-looking framework aimed at ensuring sustainable development of early childhood education. It is based on international best practices and national priorities,

recognizing preschool education as the foundation of lifelong learning and human capital development.

One of the key principles of the Concept is equal access to preschool education. Special emphasis is placed on reducing disparities between urban and rural areas by expanding the network of preschool institutions, introducing alternative forms of education, and supporting families through flexible and community-based preschool services. As a result, more children are given the opportunity to benefit from early education regardless of their place of residence or social background.

Another important aspect of the Concept is the improvement of the professional competence of preschool teachers. Continuous professional development, modern training programs, and the introduction of innovative teaching methods are considered essential for ensuring high-quality education. Teachers are encouraged to apply child-centered, play-based, and inquiry-based approaches that support children's cognitive, emotional, and social development. The Concept also highlights the importance of cooperation between preschool institutions, families, and the wider community. Parental involvement is viewed as a crucial factor in children's development, and parents are encouraged to actively participate in the educational process. Strengthening partnerships with healthcare institutions, social services, and cultural organizations further contributes to creating a holistic and supportive environment for children.

In addition, the Concept emphasizes the integration of national cultural heritage with universal human values in the preschool curriculum. Through this approach, children develop respect for their cultural identity while also learning tolerance, cooperation, and mutual understanding. Such values are essential for raising socially responsible and morally mature individuals.

Monitoring and evaluation mechanisms are another significant component of the Concept. Regular assessment of educational quality, learning environments, and institutional performance ensures accountability and continuous improvement. Data-driven decision-making allows policymakers to identify challenges and implement timely reforms.

Overall, the Concept for the Development of the Preschool Education System plays a vital role in shaping the future of education and society. By investing in early childhood education, the state creates a strong foundation for the intellectual, moral, and social development of future generations, ensuring sustainable national development and global competitiveness.

A significant priority of the Concept is the creation of a safe, inclusive, and child-friendly learning environment. Preschool institutions are expected to meet modern standards of infrastructure, hygiene, and safety. Special attention is given to ensuring psychological comfort, emotional well-being, and protection of children's rights within educational settings.

The Concept also promotes the introduction of innovative educational models and flexible learning formats. These include short-term preschool programs, family-based education, mobile kindergartens, and public-private partnership models. Such approaches are designed to meet the diverse needs of families and increase overall enrollment in preschool education.

Another important dimension of the Concept is the integration of early childhood education with primary education. Ensuring continuity between preschool and primary school curricula helps children adapt more easily to formal schooling. This continuity supports the gradual

development of learning motivation, self-regulation, and basic academic skills. In line with global trends, the Concept supports the use of modern assessment tools that focus on developmental progress rather than academic achievement alone. Observation-based assessment, developmental portfolios, and formative evaluation methods are encouraged to track each child's individual growth and provide timely pedagogical support.

Furthermore, the Concept recognizes the importance of leadership and management capacity in preschool institutions. Effective governance, professional management, and data-based planning are essential for achieving high-quality outcomes. Training programs for administrators and the use of digital management systems are key elements in strengthening institutional performance.

Environmental education and sustainable development are also incorporated into the preschool education framework. Children are introduced to basic concepts of nature protection, healthy lifestyles, and responsible behavior through age-appropriate activities. This helps to foster environmental awareness and social responsibility from an early age.

In summary, the Concept for the Development of the Preschool Education System reflects a comprehensive approach to early childhood education reform. It aims not only to expand access and improve quality but also to nurture independent, creative, socially active, and morally responsible individuals. By investing in preschool education, society lays a strong foundation for long-term educational success and sustainable national development.

#### **List of References:**

1. O'zbekiston Respublikasi Konstitutsiyasi. – Toshkent.
2. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. – Toshkent.
3. O'zbekiston Respublikasining Maktabgacha ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi. – Rasmiy hujjat.
4. Qodirova F.R., Toshpulatova Sh.Q. Maktabgacha pedagogika. – Toshkent: O'qituvchi.
5. Qodirova F.R. Maktabgacha ta'lim nazariyasi va amaliyoti. – Toshkent.
6. Hasanboyeva O.U. Maktabgacha ta'lim pedagogikasi. – Toshkent.
7. Yo'ldosheva D.X. Maktabgacha ta'lim metodikasi. – Toshkent.
8. O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi rasmiy sayti.
9. <https://lex.uz>
10. <https://library.ziyonet.uz/>