



**THE DEVELOPMENT OF PRESCHOOL EDUCATION IN QASHQADARYO REGION:
MODERN STAGE, URGENT ISSUES AND ACHIEVED RESULTS**

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Abstract: This article analyzes the changes, development trends, existing problems, and achievements in the preschool education system of Qashqadaryo region during the years of Uzbekistan's independence. It highlights the quantitative and qualitative growth of preschool institutions, improvements in pedagogical methods, the enhancement of human resources, and the reforms implemented based on legal and regulatory frameworks established by the state. Additionally, the article puts forward proposals for addressing current issues and improving the efficiency of the sector.

After Uzbekistan gained independence, the positive changes that occurred in society also brought relevant adjustments to the nature, purpose, and objectives of preschool education. The tasks of preschool institutions became more diverse. However, all of them were primarily aimed at strengthening children's health, protecting their lives, ensuring their moral, personal, and physical development, and preparing them for primary school.

There are two main factors determining the condition and development of a preschool-aged child: the family and the preschool institution. The establishment of cooperation between the family and the preschool institution was recognized as a decisive factor in renewing preschool education. The family teaches the child the most vital aspect — forming relationships with close individuals, which no other social institution can provide. Only the coordinated interaction between preschool institutions and families can ensure the comprehensive development of a child's personality¹.

During the years of independence, as in the entire country, significant measures were also taken in the field of public education in the Qashqadaryo region. On February 20, 1992, the XIII session of the XXI convocation of the People's Deputies Council of the Qashqadaryo Regional Administration was held. As noted during the session, although the local budget was fulfilled by 104%, only 92.6% of the allocated funds for education, healthcare, culture, and social support were utilized.

Due to a shortage of qualified teachers in 228 schools across the region, more than 20 million soums allocated for public education were left unutilized. According to the meeting report, 45.9% of the regional budget allocated for socio-cultural activities was directed to public education, 20.2% to the healthcare system, and 6.8% to public economy expenditures. Additionally, 52,222 soums were allocated to the cultural sector, and 22,109 soums to the field of social protection². This clearly shows that, from the early years of independence, sufficient

¹ Ўзбекистон Республикаси халқ таълими вазирлиги ва республика таълим марказининг идоравий архиви йиғмажилди.

² ЎзРПДАҚВФ жорий архиви. 829-фонд. 1-рўйхат. 21-йиғма жилд. 132-варақ

funds were allocated to the public education system in the region. However, certain shortcomings were observed in the implementation process. The allocated funds for public education were not delivered on time or properly distributed. In the region, 46% of the existing schools were in need of repair, and 146 schools were in a completely unusable condition. Only 30% of general education schools were equipped with computers, while the remaining schools faced shortages of educational equipment, textbooks, and laboratory facilities.³

A preschool educational institution ensures the upbringing, education, care, and health improvement of children in accordance with established state standards and the requirements set for such institutions. Since 1992, a program for developing a non-traditional network of preschool institutions — specifically home-based (family) kindergartens — has been implemented in Uzbekistan. This initiative created opportunities to provide education and upbringing for children within families until they reached school age. As part of this program, efforts to expand the network of home and small-scale kindergartens continued, and as a result, the number of such institutions reached 2,032, serving a total of 177,720 children⁴. Preparation groups for preschool-aged children were organized in households to facilitate their readiness for school. This form of educational activity was particularly well established and effectively implemented in the Andijan and Namangan regions⁵.

The preschool education system, which is taking shape under the new socio-economic conditions, has acquired several distinctive features. This stage of education is being implemented within both public and private preschool institutions, as well as in family settings. In recent years, new models such as “home-based kindergartens” and “farm-based kindergartens” have been introduced. However, a number of unresolved issues have also accumulated within the preschool education system.

In 1993, Qashqadaryo region had 942 general education schools, 39 vocational technical colleges, 3 orphanages, and 542 preschool institutions. While around 43,000 students were enrolled in schools, approximately 438,000 children were being educated in kindergartens⁶.

In 1994, there were 9,467 preschool education institutions operating across the republic⁷, yet only 30.7% of children were enrolled in nurseries and kindergartens⁸. In order to improve the functioning of this educational system and disseminate best practices, in 1995, 17 types of educational and methodological manuals were developed, published, and distributed for use by preschool institutions and families⁹.

However, the rate of enrollment of preschool-aged children in kindergartens gradually declined over the years. For instance, in 1992 this figure stood at 34%, but by 1995 it had dropped to 29%. Nationwide, the average preschool and nursery enrollment rate was 29%, while in Qashqadaryo region it was only 15%, in Surkhandaryo region — 16.4%, and in the Republic of Karakalpakstan — 20.9%. This indicates that the process of involving children in preschool education did not progress evenly or consistently across different regions¹⁰.

Reforms were implemented in the preschool education system, and by 1995, there were 3,500 kindergartens under the jurisdiction of the Ministry of Public Education. Over the following years, more than 450 new preschool institutions were built and began operating. In addition to standard preschool institutions, 14 kindergartens, 49 kindergarten-gymnasiums, and several “kindergarten-school” complexes were established¹¹.

³ ЎзРПДАКВФ жорий архиви. 829-фонд.10-рўйхат. 92-йиғма жилд. 54-варақ

⁴ Йўлдошев Ж.Ф. Таълимимиз истиклоли йўлида. Тошкент: Шарк, 1996. –Б. 114.

⁵ Йўлдошев Ж.Ф. Таълимимиз истиклоли йўлида. Тошкент: Шарк, 1996. –Б. 114.

⁶ Ўзбекистон Миллий архиви (ЎзМА), М -26 - фонд, 1 - рўйхат, 106 - иш, 10 -22 - варақлар.

⁷ Йўлдошев Ж.Ф. Таълимимиз истиклоли йўлида. Тошкент: Шарк, 1996. –Б. 113.

⁸ Йўлдошев Ж.Ф. Ўзбекистон Республикаси таълим тараққиёти йўлида. Тошкент: Ўқитувчи, 1994.- Б. 14.

⁹ Ўзбекистоннинг янги тарихи. Мустақил Ўзбекистон тарихи. Тошкент: Шарк, 2000. 3- жилд.- Б.421.

¹⁰ Йўлдошев Ж. Таълимимиз истиклоли йўлида.-Тошкент: Шарк, 1996. – Б. 156.

¹¹ ЎЗРМДА.М- 107- фонд, 1- рўйхат, 24- йиғма жилд, 24-28 варақлар.

Preschool education covers the period from age three to six or seven and is carried out within families, kindergartens, and other types of educational institutions regardless of the form of ownership. On June 24, 1999, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 313 “On Measures to Establish and Develop a Network of Non-State Preschool Education Institutions,” which opened the way for the creation and development of privatized forms of kindergartens throughout the country¹².

One of the most important functions of preschool educational institutions is preparing children for school. In this regard, along with traditional methods, non-traditional approaches were also applied in kindergartens. Children received instruction through private tutors, short-term groups, neighborhood-based preparatory classes, and literacy centers. In 2004, 77.7 billion soums, or 60.9% of total local budget expenditures, were allocated to the social sector. Of this, 56.5 billion soums were directed towards the development of educational institutions and the improvement of their material-technical and instructional bases, with 931 million soums allocated specifically to incentivize the labor of schoolteachers. For the capital renovation of schools and preschool institutions, 1.808 billion soums were financed.

Within the framework of the "Year of Mercy and Kindness" program, 9.823 billion soums were allocated. From this, 209.3 million soums were spent on the capital repair and equipment of orphanages, special boarding schools, as well as the “Muruvvat” and “Sakhovat” homes. Additionally, 20 million soums were directed toward increasing the number of free vouchers to sanatorium-resort institutions for war and labor veterans and people with disabilities.

To provide free textbooks for pupils from grades 2 to 9 in special boarding schools, orphanages, and families with low income, 890.7 million soums were allocated. Furthermore, 924.8 million soums were spent on providing free school uniforms and clothing for students from low-income families. In 2004, 19.728 billion soums of budgetary funds were directed to centralized investments. As a result, 43 schools with a total of 4,706 student places and 21 vocational colleges with 10,605 student places were equipped¹³

The demand for preschool educational institutions increased year by year. For example, in 2010, there was an average of 76 children per 100 available places across the republic, but by 2016, this figure had risen to 96 children per 100 places. However, a shortage of places in preschool institutions was observed in the Qashqadaryo region. In 2016, there were 124 children per 100 available places in the region; the figure reached 126 in urban areas and 120 in rural areas. That same year, the number of preschool educational institutions in Qashqadaryo region totaled 329, of which 203 were located in urban areas and 126 in rural areas¹⁴.

Between 1991 and 2016, the number of preschool educational institutions in Uzbekistan reached 5,211, showing a threefold increase over the years. During this period, the number of state preschool institutions rose significantly, totaling 4,893 by 2016. At the same time, the number of private preschool institutions also more than tripled, reaching 250 by 2016¹⁵.

Since independence, a number of important measures have been implemented to reform and develop the preschool education system in Qashqadaryo region. First and foremost, special attention has been paid to ensuring the balanced development of both state and non-state sectors, establishing preschool institutions of various forms of ownership, and strengthening their material and technical base.

Among the notable achievements in recent years are the increasing level of school readiness among children, the growing preschool enrollment rate year by year, the construction of new

¹² Каримов И.А. Баркамол авлод Ўзбекистон тараккиётининг пойдевори. (Президент И.А.Каримовнинг Ўзбекистон Республикаси Олий Мажлисининг IX сессиясида сўзлаган нутқи.) Баркамол авлод орзуси.- Тошкент: Шарк, 1997. 25 6.

¹³ Мақсад фаровонликни ошириш.Қашқадарё.2005 йил 11 февраль.

¹⁴ <https://stat.uz/uz/432-analitcheskie-materialy-uz/2024-ta-lim-statistikasi>.

¹⁵ Мактабгача таълим тизимида доир ҳукукий- меъерий ҳужжатлар тўплами. Тошкент. Lider Press 2009, 3-6. [450 https://stat.uz/uz/432-analitcheskie-materialy-uz/2024-ta-lim-statistikasi](https://stat.uz/uz/432-analitcheskie-materialy-uz/2024-ta-lim-statistikasi).

institutions, the rise in the number of non-state kindergartens, and the enhancement of the professional capacity of pedagogical staff.

At the same time, pressing issues such as the high demand for preschool education in certain areas of the region, shortages of available places in some districts, and insufficient provision of material and technical resources remain relevant. These challenges call for further development of the system, improvement of its quality and efficiency, and the introduction of innovative approaches.

Overall, the current stage of development of the preschool education system in Qashqadaryo region is shaped by the principles of stability, renewal, and continuity. Strengthening existing achievements and addressing current problems in a systematic manner will make it possible to further improve the quality and accessibility of preschool education in the region.

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