

Azizova Ziroat Baxodirovna

Kokand State Pedagogical Institute

Abstract: in this article, the best experiences of preschool education and education in foreign countries were studied on the basis of a comparative analysis. Information is provided about the forms and conditions of preschool education, mainly in developed Western and Eastern countries. As well as opinions on the content of reforms carried out in the field of preschool education and education in our country and its results are covered. Also, special attention is paid to the research carried out on the study of foreign experience in preschool education and education. Specific opinions are expressed about its methodological foundations. The role and importance of advanced experience in the education system in ensuring the development of states is revealed.

Keywords: preschool education and education, regulatory framework, reform, advanced experiences of foreign countries in the system of Continuing Education Uzbekistan, Germany, Japan, China, Great Britain, Singapore, Italy, advanced experiences, child, generation, mature personnel, perspective, Renaissance, Human Capital, Research, electronic resources.

The system of preschool education is the primary, most basic unit of continuing education. Many years of scientific observation and research show that 70% of all information that a person receives during his lifetime is received by him under the age of 5 years. Hence, preschool education and education occupy an important place in the adult education of children as a healthy and educated, mature staff. In this regard, several regulatory and legal foundations have been developed in our country regarding the reform of the preschool education system. The coverage of the admission of children in our state to preschool educational organizations is increasing from year to year. This figure was 27.7 percent in 2016, reaching 60 percent by 2020.

The reforms carried out today are supposed to bear fruit in perspective. To this end, our President Sh.M.Mirziyoyev —at the same time, we need to educate a new generation of strategic thinking, educated and qualified personnel who will come to the field as a reformer. Therefore, it was said that we are consistently reforming all the links of kindergarten education. Head of State Sh.M.At the meeting held by Mirziyoyev on August 16, 2017, important tasks were assigned to the structural reform of the preschool education system, full coverage of children in these institutions. As a result of the analysis in this regard, 1 decree and 2 decisions were signed by the president in a short time. In order to further strengthen the legal framework of pre —school education and education, the law on preschool education and education was adopted. Also, preschool education as the first type of continuing education —on education—was also reflected in the law. These normative legal acts adopted are not limited only to the legal justification or protection of the activities of the preschool educational and educational sphere. These foundations also serve to ensure the reform, development of the most basic base link of continuing education. In this regard, the study of foreign experience in the reforms carried out in the field of education, the comparison of their best experience with National Education and upbringing, and the introduction of their achievements by adapting them to the industry are a requirement of the period.

President of the Republic of Uzbekistan Sh.M.Mirziyoyev —the new strategy of Uzbekistan in the bookl - connects with the concept of human capital. That is -...in developed countries, much attention is paid to investing in a full cycle of education, that is, investing in the upbringing of a child in the period from 3 to 22 years old. Because this investment will bring benefits to society in the amount of 15-17 times. And we have this figure only 4 times. Consequently, we are obliged to increase attention to human capital, mobilize all opportunities for this, the head of state writes. Hence, in the development of the preschool education system, the tasks set in the works and lectures of our president and decrees and resolutions serve as a methodological basis. There are very few separate

literature and research works on the study of advanced experience of foreign countries in the system of preschool education and education, there are only electronic resources of the resources in this regard, which can also be found and translated from various websites of the internet. For example, on this topic B.E.Parmonov, In The Form Of 4 I.G'.Mamajanov, R.Mamatovs, In The Form Of 5 M.X.Saberova took part in scientific research of 2 members. B.E.Psychological aspects of foreign experience in raising children in the Parmonov —preschool educational organization the article covered the best experiences of foreign countries. In particular, he studied the analytical experience of such countries as Great Britain, the Russian Federation, Japan, Germany. I.G ' Mamajonov, R.And the mamatovs-in the study of the German state education system, partially included information on the system of preschool education. M.X.Swordova studied the content and essence of the reforms carried out in the field of preschool education and education, as well as the specifics of foreign experiences in the upbringing of children in preschool educational organizations. According to the state educational standards of preschool education and education, preschool education is a holistic process aimed at the comprehensive development of preschool education — preschool children, taking into account their interests, talents, individual mental and physical characteristics, cultural needs, and providing for the formation of spiritual norms, the acquisition of life and social experience in a child. In this process, admission to preschool educational organizations is different in different states. Republic of Uzbekistan —Article 34 of the law on preschool education and upbringing binaoan is divided into groups depending on the youth of children. In particular, the first development group (from one to three years old), the junior group (from three to four years old), the middle group (from four to five years old), the senior group (from five to six years old), the school preparatory group (from six to seven years old). In Germany, however, there is no concept that children - grandparents who have a pension-should look after grandchildren -. Therefore, parents are obliged to give their children to kindergarten from 4 months of age. Many German families give their children to kindergarten much earlier. There are 6 different types of preschool education in Germany, which are fundamentally different from each other and differ in color from those in other countries. In Japan, Italy and the Chinese state, children are mostly admitted to kindergarten from the age of 3. Only very forced families can give their children to childcare centers. For example, in Japan, a children's nursery (childcare center) can be given a child from the age of three months, but such a situation is not common among the Japanese, since at such an age a mother must have a very serious reason to place a child in a nursery. Also such a woman is not considered a good mother by society. And the opinion of those around them is considered —for the Japanese-the most basic. In Japan, only children whose parents work are accepted for children's nursery. To do this, the municipality will need to provide a certificate from the parental place of work and documents about the absence of a family member looking at the other child in the family. And in our country, children are admitted to kindergarten from the age of one. Benefits are established in labor legislation for mothers whose child has not reached the age of three. In order to increase the issue of coverage to preschool educational organizations of our state and the full implementation of pre-school preparation, the relevant norms were introduced into the legislation of the new edition. In particular, pre —school education and upbringing in accordance with the law of the Republic of Uzbekistan-on Education also provides for one-year compulsory preparation of children from six to seven years old for primary education. Article 9, 8 the state Department of the Republic is now preparing for primary classes in the 1-year pre-school preparatory group in state and non-state preschool educational organizations of children with the right to receive all education in the Republic from 6 to 7 years old and issued a certificate for them. And this process begins much earlier in developed countries. In Italy, for example, children prepare for school between the ages of 3 and 6. This process is carried out in public kindergartens and private Catholic kindergartens. And in Great Britain, in 1988, the law "on Education" entered into force. It sets not only educational standards, but also a basic assessment of the level of mental

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development at the time of admission of children to school. Compulsory education in England, Scotland and Wales begins at age 5 and in Northern Ireland at age 4. That is why the deadline for starting training in compulsory education is considered the earliest in Europe. In Singapore, too, preschool education is the primary link in education. Children are admitted to kindergarten from 3 years old. For two to three years, they are taught their mother tongue and English, reading, counting, singing, painting, dancing. There are no state-owned nurseries in Singapore. All preschool institutions are private and administered by some religious organizations or foundations.

Studying the advanced experience of foreign countries in the system of continuing education, we make sure that each state has its own characteristics. We can see that in some ways these identities also served the development, progress of those countries. Even history itself is a witness to this. For example, in kindergartens in the Japanese, educational programs were also taken into account, in addition to writing and reading, children are taught to sing, sports competitions are held and regularly go out for walks. But along with these, the purpose of these activities is to develop in the child a sense of harmony, living in a team. When singing, the chorus (in the team) must be sung, the solo singer does not apply, when a competition is held or an all or group victory is achieved, there is no absolute solo winner. This directs Japanese society to hand in hand in modernization. For the development of the state and society, the Japanese sidqi serves sincerely. China, which occupied the world market, also achieved this result with the reform of Education. The Chinese people are famous all over the world for their hard work. The fact that Chinese products have filled the world market in the short term after the Second World hit is a clear proof of this. The Chinese are very disciplined and sporty people. Of course, this is also reflected in the upbringing of children. If in European countries the parent is responsible for the upbringing of the child, then in China this thing is the responsibility of the state. From three months, the baby is transferred to kindergarten. From the age of one and a half, little Chinese begin to be taught to dance, sing, draw, count and recognize letters. Together with upbringing in kindergartens, great attention is paid to physical development. Taking into account the interests of the child, an attempt is made to demonstrate his talent. From elementary school it is required to be disciplined, not capricious and study well. Obedience and non-disclosure of the "i" is the basis of Chinese upbringing. Since childhood in Chinese children, three main qualities are formed: ability to work, discipline and respect for adults. They are taught from an early age that they should be the best, no matter what. Perhaps that is why the Chinese occupy leading positions in all areas of science, culture and art. In the educational plan of preschool education in the UK, not only the emphasis is placed on the general educational process, but also special importance is attached to such skills as reading and counting in a child. In this children aged 4-5 years, specific skills and knowledge in six areas of development were determined: personality; socio-emotional; communicative; awareness; Mathematical; Physical; creative. Preschool children need to play a lot, but the requirements in the framework of knowledge of literature and mathematics are so high that there is no time left for the game.

Contracts, which are considered a specific type of legal facts, occupy an important place in the emergence, change and termination of civil legal relations.

As a result of the analysis carried out, the article will develop proposals for improving the legislation on the legal regulation of the activities of microloan organizations.

The article reveals the prospects for the development of civil society in Uzbekistan and analyzes the problems of the development of legal consciousness and legal values in modern society, identifies important structural and material differences between law and law, which is one of the main components of law.

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