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# The Peculiarities of the Preschool Education System in Developed Countries

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**Abstract:** The article briefly analyses the structure, experience and modern educational Programs of the advanced foreign education system such as Japan, Germany, France, USA. Also achievements in the education system, educational standards are monitored. The achievements of Uzbekistan at the same time are recognized.

**Keywords:** country, education, experience, foreign experience, education structure, international evaluation.

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In developed countries around the world, the problem of educating a developed person in all respects is a key requirement of our day. Because the revolutionary changes that are taking place in society cannot be made without changing a person's self. However, raising a new person takes place not by itself, but in the process of renewing social relationships. In this process, the school system will be of great importance.

Today, when information technology has come to the fore, it has become a necessity to update the system of schools and the content of education in developed countries. Old-fashioned teaching methods and methods were spiritually outdated, and the need for methods and forms of education based on advanced pedagogical technologies intensified. It is a recognized fact that education in developed foreign countries is a social process that actively affects the country's business policy. Therefore, the amount allocated to the economic provision of school needs in foreign countries has increased year after year.

In Japanese, for example, the idea that "it will improve people" has become a belief and belief, not only as a "symbol of school success and prosperity." Care about education has always been in the spotlight of well-known politicians. That is why the former President of the United States, R. Reagan, British Prime Minister M. Techcher, and French President F. Mitterans are not inconceivable as initiators of school reform. F. Mitteran considered the school to be "a driving force for his community."

In developed countries, there are a large number of scientific institutions that conduct pedagogical research. More than two thousand of them in Germany. With the problems of educational theory in France, the United States, and Japan, hundreds of public and private organizations are engaged in pedagogical research centers at universities. Their activity is coordinated by international educational centers, such as the International Institute in the United States. The activities of many are aimed at improving and restructuring the curriculum.

Changing school programs is carried out in two main areas: extensive and intensive.

In the first case, the training period will be extended, the volume of learning materials will be increased; In the second case, a completely new application will be created. The second way

in this context, many experts admit, is acceptable. In 1961, reform of US secondary schools was introduced on the basis of the Principles of the General New Base. The essence of this is that compulsory education has been introduced in five areas, including English language and literature (four years), mathematics (four years), natural knowledge (three years), social science (three years), computer technology (half a year). Other types of education were carried out before the era of passion. The visible American pedagogical center Found Carnegie describes the program as a 21st century program. The process of restructuring the curriculum is also carried out in Western European countries. For example, in accordance with the recommendations of the Ministry of Education in the UK, educational institutions themselves determine the curriculum and program, and in accordance with these recommendations, 50 percent of the curriculum is allocated to physical education. Another part of the study hours is considered a requirement to be taught and is divided into selected subjects (humanitarian, natural mathematics). Since the 1980s, the scope of subjects that are obligatory to be studied in the UK, just as in the United States, has been expanded. It formed the core of the curriculum for English language and literature, mathematics and natural sciences. It is up to students and parents to choose the rest of the predictions. The pedagogical ideas of the New World also have a significant impact on the education of France and Germany. Along with the main subjects, german incompleteness secondary schools are implementing curriculums that include selective chemistry, physics, and foreign languages. This curriculum is increasingly coming out as part of an incompleteness secondary school and also covers secondary schools and gymnasiums.

In French primary schools, the teaching content is divided into auxiliary subjects, including basic, history, geography, population, natural sciences, labor education, physical and aesthetic discipline, consisting of language and literature and mathematics.

Japanese schools later went down the path of American education during World War II. Nevertheless, a number of differences are evident in the curriculum of these two countries. In Japan, the main complexity of the curriculum is much broader, and a number of new special and academic faculty courses have been introduced.

The main problem in German education is the uniform national level of education in the former GDR. The main task is to reduce the educational structure of the former GDR to a new mechanism and size, to transfer it to the GFR education system in a simple way. However, this also has its own problems. First, funding is a matter, and second, the reaction of participants in the former GDR learning process to this change.

Education in Germany is an area pursued by the state and society, which contributes to the country's economic and social development.

Preschool education is an important stage in the German education system and has a history of more than 100 years. In Germany, kindergartens are considered the lower stage of education, but it is not part of the state education system.

It is up to various public organizations, charities, businesses, private individuals, and religious institutions to fund more than 24,000 gardens on old lands (land not part of the former GDR). Fathers and mothers also pay partially. About 3% of children aged 6 and 80 go to kindergarten. Education is carried out in the gardens. In Kindergartens in Germany, children are usually raised until noon. And in the second half of the day they will be at home, in the family. There are also groups that have been extended in the day.

Compulsory education applies to children between the ages of 6 and 18, a process that takes 12 years. Nine years (in some places 10 years) he graduated from high school with a full weekly education, then attended a full-time weekly study in vocational schools. Study is free

in state schools. Private schools ansha are scarce. Primary school. Study begins at the age of 6 and lasts 4 years (6 years in Berlin). Children are not assessed during the first two years of study. After 4 years of studying at the elementary school, the students will go to the school where the route will be clicked. Here the direction in the 5-6 class click is taught under a special program, depending on or unrelated to the school type, where parents of children will be able to choose or change the school type.

Vocational education plays an important role in the German education system. This is due to the strong demand in Germany for highly skilled workers. 79% of full-school graduates (9-10 classes) and 20% of full-school graduates will continue to receive education in the vocational education system. The German vocational education system has different types of educational institutions and different forms of teaching. The most common and developed form is the Dual system of vocational education. In this system, 50% of the base schools and 16% of full-schools will continue to study.

Special vocational schools and secondary schools include up to 25% of graduates of the country's basic schools. Graduates of these types of educational institutions can continue to study in technical universities .

Higher education institutions excluding private, church and Bundesweg-owned institutions of higher education will be in charge of the provinces. They are headed by the Higher Education Federation on behalf of the head of the land. High School has the right to self-government. They adopt their charters within the framework of the law, the higher education institution is administered by the rector in the state or the p resident, who is elected for several years. In many provinces, students independently self-rule. Education in higher education ends with a diploma, a master's degree, or a state exam. After that, the exam will be passed to continue studying and obtain a doctoral degree. Education policy has expanded the gateway to higher education for many layers of the population. The federations and provinces are interested in the study of foreigners in German universities.

In a nutshell, modern updates and the use of modern technologies in the education system will help improve the quality of education. Advanced countries are aimed at systematically studying the specifics of the education system and finding innovative ways to improve the effectiveness of the teaching process in our country's preschool organizations.

### **THE BIBLE'S VIEWPOINT**

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