



## ON SOME PROBLEMS IN THE PRESCHOOL EDUCATION SYSTEM AND THEIR SOLUTIONS

**Jamilova Nargiza Nuritdinovna**

Professor at the Department of Theory and Methodology of Preschool Education, Uzbekistan National Pedagogical University, and Tashkent University of Applied Sciences., DSc

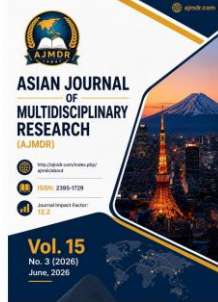
**Abstract.** This article provides a scientific and theoretical analysis of several problems in the preschool education system related to organizational, methodological, staffing, material and technical, inclusive, and assessment aspects of the educational process. The study substantiates that preschool education is a crucial stage in the intellectual, social, speech, physical, and emotional development of a child's personality. The article reveals the need to improve the activities of preschool educational institutions through a competency-based approach, innovative pedagogical technologies, professional development of teachers, adaptation of the educational environment to children's needs, and strengthening cooperation among family, community, and educational institutions. Scientific and practical recommendations are proposed to address existing problems in the preschool education system.

**Keywords:** preschool education, child development, quality of education, pedagogical technology, competence, teacher professionalism, inclusive education, parental cooperation, educational environment, innovative approach.

### **Introduction.**

Improving the quality of human capital, educating a well-rounded generation, and creating favorable conditions for the intellectual, moral, social, and physical development of children are among the priority directions of every state's educational policy. In this process, the preschool education system occupies a particularly important place. This is because the foundations of a child's cognitive activity, speech, thinking, social interaction skills, self-awareness, and attitude toward the surrounding environment are formed precisely during the preschool period. From this point of view, the quality of preschool education has a direct impact on the future effectiveness of general secondary education, higher education, and the intellectual potential of society as a whole.

Preschool education is not merely a stage of preparing a child for school; rather, it is an independent pedagogical system that ensures the personal, social, speech, emotional, and physical development of the child. In modern pedagogy, early childhood development, the identification of children's individual abilities, and the creation of an educational environment corresponding to their interests and needs



are considered essential tasks. In this regard, L.S. Vygotsky's theory of the "zone of proximal development," J. Piaget's stages of cognitive development, and D.B. Elkonin's views on play activity serve as important scientific foundations for the methodology of preschool education [4; 5; 6].

In recent years, significant reforms have been carried out to develop the preschool education system, expand children's enrollment, increase the network of state and non-state preschool educational institutions, improve educational programs, and enhance the professional potential of teaching staff. However, practical analysis shows that a number of problems still remain in the system. These include insufficient coverage of preschool educational institutions in some regions, differences in the professional training of educators, the uneven implementation of modern methodological support, disparities in the material and technical base of institutions, the insufficient development of effective mechanisms for cooperation with parents, difficulties in organizing an inclusive educational environment, and the incomplete functioning of quality assessment criteria in practice.

The scientific analysis of these problems and the development of effective solutions are of great importance for bringing the preschool education system to a new stage of development. Improving the quality of preschool education should not be limited only to increasing the number of institutions. It also requires the modernization of educational content, the strengthening of the professional role of the teacher, the introduction of a child-centered approach, the creation of an inclusive and safe environment, and the objective assessment of educational outcomes.

The purpose of this study is to analyze some current problems in the preschool education system from a scientific and pedagogical perspective and to develop proposals and recommendations aimed at overcoming them.

To achieve this purpose, the following tasks were identified: to determine the main problems existing in the preschool education system; to analyze the causes of these problems from pedagogical and organizational perspectives; to assess the factors affecting the quality of preschool education; and to develop scientific and practical recommendations for improving the professional competence of preschool teachers, strengthening cooperation with parents, and developing an inclusive educational environment.

### **Methods**

In this study, theoretical and empirical research methods were used to identify and scientifically analyze existing problems in the preschool education system. During the theoretical analysis, scientific literature related to preschool education, child development, the competency-based approach, inclusive education, educational quality, and pedagogical technologies was studied. In particular, classical pedagogical and psychological theories concerning the social and cognitive



development of children, international experience, and normative-methodological approaches to preschool education were analyzed.

As empirical methods, observation, comparison, generalization, problem-based analysis, systematic study of the pedagogical process, and content analysis were applied. The problems encountered in the activities of preschool educational institutions were conditionally divided into several areas: organizational and managerial problems; problems related to staff capacity; problems in the content and methodology of education and upbringing; problems related to the material and technical base and educational environment; problems in cooperation with families; problems in organizing inclusive education; and issues related to the system for assessing the quality of education.

The study also attempted to consider preschool education as an integrated pedagogical process on the basis of a systematic approach. In this context, the child, the teacher, the parents, the educational environment, programmatic and methodological support, and the management system were analyzed as interrelated components. This approach made it possible to evaluate the problems not separately, but in their mutual interdependence.

### **Results**

The results of the study show that the problems in the preschool education system are multidimensional in nature. They are not related to a single factor alone, but arise as a result of the interaction of organizational, methodological, social, economic, and psychological factors.

First, one of the important problems is the coverage of preschool educational institutions and their territorial distribution. In some areas, especially in rural regions, the demand for preschool educational organizations is high, while the capacity of existing institutions remains insufficient. This situation affects children's equal access to education. From the perspective of the principle of equality in education, every child, regardless of place of residence, should have the opportunity to receive quality preschool education. Therefore, along with state preschool educational institutions, it is advisable to develop family-based kindergartens, private preschool educational organizations, short-term preparatory groups, and mobile pedagogical services.

Second, the professional training and methodological competence of educators are among the key factors directly affecting the quality of education. In preschool education, the teacher is not merely a provider of ready-made knowledge, but a person who organizes the child's activity, supports their interests, develops their speech, guides them toward social interaction, and assists in their personal development. Therefore, educators must possess sufficient knowledge and skills in modern pedagogical technologies, child psychology, the organization of play activities, the STEAM approach, inclusive education, speech development



methodology, and communicative pedagogy. In practice, however, some educators still retain traditional approaches based primarily on command and control. Such an approach may limit children's independent thinking, creativity, and active participation.

Third, there is a problem with the full implementation of a child-centered approach in the educational and upbringing process. In modern preschool education, the child is viewed as an active subject. In other words, the child is not merely an executor of the teacher's instructions, but a person who explores, asks questions, experiments, and acquires knowledge through play. However, in some institutions, lessons are still organized in a reproductive manner: children are given ready-made information and are expected to repeat it. Such an approach does not fully correspond to the natural cognitive activity of preschool children. It is therefore necessary to expand children's free activity, role-playing games, problem-based situations, experimental activities, creative tasks, and communication-based teaching methods.

Fourth, issues related to the material and technical base and the organization of a developmental educational environment also remain relevant. The environment in a preschool educational institution should correspond to the child's age, interests, needs, and safety. A developmental environment is not merely a beautifully decorated room; it is a pedagogical space that encourages the child to be active, make independent choices, communicate, create, and observe. Such an environment should include book corners, nature corners, sensory development tools, construction materials, visual art equipment, conditions for music and movement games, and tools for developing fine motor skills. In some institutions, however, the lack of educational and didactic materials, or their ineffective use, reduces the quality of education.

Fifth, the insufficient systematization of cooperation with parents is one of the important problems in preschool education. A child's development is not limited to the educational institution. The family environment, parents' upbringing style, communication with the child, reading books, playing games, and following a daily routine strongly influence the child's development. Therefore, regular pedagogical cooperation between the preschool educational institution and the family must be established. In practice, however, work with parents is sometimes limited only to meetings, general announcements, or administrative issues. Individual recommendations regarding child development, training sessions for parents, consultations, and joint creative projects are not organized sufficiently.

Sixth, insufficient methodological and psychological readiness in organizing inclusive education requires special attention. In preschool education, it is important to create a comfortable, safe, and supportive environment for children with disabilities, as well as for children who experience difficulties in speech, movement,



hearing, vision, or social adaptation. Inclusive education does not simply mean admitting a child to a regular group. It requires adapting the educational process to the child's needs, developing individual development programs, and ensuring cooperation among a special educator, psychologist, speech therapist, and preschool teacher. From this perspective, it is necessary to retrain educators in inclusive education and provide them with practice-oriented methodological manuals.

Seventh, there are also aspects of the preschool education quality assessment system that require improvement. In many cases, educational quality is assessed on the basis of institutional conditions, documentation, or the number of events held. In reality, however, the quality of preschool education should also be evaluated through indicators corresponding to the child's age-related development, speech activity, social adaptation, independence, creativity, physical activity, and emotional stability. Assessment should not serve as a means of sorting or ranking children, but rather as a tool for monitoring their developmental dynamics and correctly directing pedagogical support.

### **Discussion**

To solve the problems in the preschool education system, it is first necessary to view this field as a strategic system aimed at the development of the child's personality. In this approach, the main attention is paid to the child's natural curiosity, needs, age characteristics, and individual abilities. In order to achieve high-quality results in preschool education, three key factors must be harmonized in the educational process: a qualified teacher, a developmental environment, and effective cooperation with the family.

One of the most important solutions in the area of teaching staff is to strengthen the system of continuous professional development. Professional development courses for educators should not be limited to theoretical lectures alone. They should be organized on the basis of practical training, case analysis, workshops, master classes, analysis of open lessons, pedagogical observation, and reflection. The professional competence of an educator is determined by their culture of communication with children, ability to organize play, capacity to identify each child's individual abilities, ability to create a positive psychological atmosphere in the group, and skill in transforming education into an engaging activity.

In improving educational content, play activity should occupy a central place. At preschool age, play is the child's leading activity. Through play, the child understands adult life, masters social roles, develops speech, learns to follow rules, and forms communication and cooperation skills. Therefore, every activity in preschool education should be connected with play, experimentation, movement, communication, and creative activity. For example, when teaching elements of mathematics, counting, comparison, and grouping can be organized through construction materials, natural objects, or role-playing games. In speech



development, storytelling, creating stories based on pictures, dramatization, and question-and-answer methods are considered effective.

In organizing a developmental environment, the principle of “the child’s independent choice” is of great importance. Group rooms should contain open and safe activity corners where children can look at books, draw, engage in construction activities, observe natural objects, or participate in group games according to their interests. In this process, the teacher should act not as a controller, but as a guide and supporter. A developmental environment should comprehensively support the child’s speech, sensory, creative, social, and physical development.

In strengthening cooperation with families, it is recommended to use interactive forms in addition to traditional parent meetings. For example, “parent schools,” “let us play together” sessions, “parent and child creative days,” “family reading weeks,” training sessions on “the child’s daily routine,” individual consultations, and online communication platforms can produce positive results. Parents should not be external observers of the pedagogical process, but active participants in the child’s development. For this purpose, it is important to provide parents with simple and understandable recommendations regarding each child’s developmental dynamics.

To develop inclusive education, it is necessary to strengthen special pedagogical and psychological services in preschool educational institutions. Each institution should have a system of psychological observation, diagnosis of speech development, assessment of social adaptation, and, where necessary, the identification of individual educational pathways. In inclusive education, teachers must foster a culture of tolerance, mutual assistance, cooperation, and equal treatment among children. This is important not only for children with disabilities, but also for the social and moral development of all children.

In assessing the quality of education, attention should be paid not only to formal indicators, but also to the child’s developmental outcomes. In this regard, such criteria as children’s speech activity, ability to ask questions, ability to communicate, independent decision-making, physical activity, creative approach, and behavior in the group are of particular importance. The assessment process should be carried out without putting pressure on the child, through natural observation, portfolio assessment, conversation, analysis of play activity, and pedagogical monitoring.

### **Conclusion**

The preschool education system is an important stage of education that determines the future intellectual, moral, and social potential of society. Eliminating the problems in this system should not be limited only to increasing the number of institutions or improving material conditions. The main focus should be on improving educational content, developing the professional competence of teaching staff, introducing a child-centered approach, creating a developmental environment, developing inclusive education, strengthening cooperation with parents, and



improving mechanisms for quality assessment.

Based on the results of the study, the following scientific and practical recommendations may be proposed:

1. Child-centered, play-based, and activity-oriented educational technologies should be widely introduced in preschool educational institutions.

2. The system of professional development for educators should be organized on the basis of practice-oriented training, master classes, and methodological observation.

3. Each preschool educational institution should create a developmental environment corresponding to children's age and individual characteristics.

4. Cooperation with parents should be expanded beyond formal meetings, and interactive forms of pedagogical collaboration should be introduced.

5. In order to develop inclusive education, a comprehensive support system based on cooperation among the teacher, psychologist, speech therapist, and special educator should be strengthened.

6. In assessing the quality of preschool education, the main criteria should not be documentation or the number of events, but the dynamics of the child's development and indicators of speech, social, creative, and emotional growth.

In general, solving the problems in the preschool education system requires a comprehensive approach. Only by strengthening cooperation among the educational institution, teacher, parents, community, and state administration bodies is it possible to create a high-quality, safe, inclusive, and developmental educational environment for children. This, in turn, serves as an important foundation for educating a generation that is independent-minded, creative, socially active, and morally mature.

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