

## INTERNATIONAL STANDARDS FOR THE MANAGEMENT OF PRESCHOOL EDUCATIONAL INSTITUTIONS

**Akhatova Feruza Nasrullo kizi**

Higher School of Business and Entrepreneurship  
under the Cabinet of Ministers of the Republic of Uzbekistan,  
Master's Degree Student in Global Management,

Specialist at the Tashkent Regional Department of Preschool and School Education.

**Annotation:** This article analyzes international standards for managing preschool education institutions and examines best practices from developed countries such as the USA, Japan, South Korea, China, and European nations. The study highlights governance models, strategic development priorities, quality assurance mechanisms, and the role of preschool education in human capital development. A comparative analysis of Uzbekistan's preschool education system is also presented, focusing on its reforms and alignment with global educational management standards.

**Keywords:** preschool education, educational management, international standards, human capital, quality assurance, Uzbekistan education system.

Here is your original, academic English translation of the provided text:

### Introduction

At the current stage of development of the global education system, significant attention is being given in economically developed countries such as the USA, Japan, South Korea, the People's Republic of China, and European nations to the organizational and managerial structures of education, its strategic development directions, and content. In particular, within the modern economy, the distribution of a country's total wealth — 16.0% material capital, 20.0% natural resources, and 64.0% human capital — compels countries to pay special attention to modern management and adherence to its principles in the processes of developing and governing education systems. In countries such as Japan and Germany, up to 80.0% of national wealth consists of human capital.

### Results

At every stage of the evolution of management theory, special attention has consistently been paid by scholars, practitioners, and state institutions to human capital, personal development, and the education of youth based on democratic principles.

In the new educational concept defined by international organizations and many countries up to 2030, the improvement of education governance, enhancement of quality assessment mechanisms, and implementation of tools that enable the identification of achieved outcomes have been established as key priorities. Consequently, the further improvement of organizational and managerial structures of education systems, the introduction of effective educational policies, and the application of modern management mechanisms remain among the most important tasks of the present day.

In Uzbekistan, under the conditions of developing the education system, positive steps have been taken in recent years toward establishing a continuous education system, fundamentally renewing its content, and improving the quality of teaching and learning processes. Despite allocating approximately one-quarter of the national budget to public education — the key foundation of continuous education — the average level of students' knowledge based on state educational standards stands at 63.4%, indicating the necessity for deep reforms.

## Discussion

Within the process of building the New Uzbekistan, programmatic measures are being implemented to enhance education quality in accordance with international standards, improve the efficiency of higher education institutions, strengthen scientific potential, elevate the integration of “science – education – production” to a new level, increase research effectiveness, and improve competitiveness. As emphasized: “First and foremost, the development of education and upbringing, promotion of a healthy lifestyle, and advancement of science and innovation must serve as the main pillars of our national ideology.”

Solving these tasks requires identifying factors that increase the competitiveness of higher education institutions in the educational services market, improving methodologies for assessing competitiveness, strengthening the integration of education, science, and production, and expanding research in improving the scientific and methodological foundations and effective mechanisms for enhancing educational service quality.

Regardless of social status, equal rights to education are guaranteed for all. According to the law, education in the Republic of Uzbekistan is carried out in the following forms:

- Preschool education;
- General secondary education;
- Secondary specialized vocational education;
- Higher education;
- Postgraduate education;
- Professional development and retraining;
- Extracurricular education.

Preschool education aims to shape the child's personality as healthy, well-developed, and prepared for schooling. This education is provided until the age of six or seven within the family, kindergartens, and other educational institutions, regardless of ownership form.

The stages of general secondary education include:

- Primary education (Grades I–IV);
- General secondary education (Grades V–IX).

Primary education focuses on forming literacy, knowledge, and basic skills necessary for general secondary education. Children are admitted to the first grade at the age of six or seven.

General secondary education provides essential knowledge, develops independent thinking, organizational abilities, and practical skills, and facilitates initial career guidance and selection of subsequent educational pathways. Specialized schools may be established to develop children's abilities and talents.

To obtain secondary specialized or vocational education, individuals have the right to voluntarily choose between academic lyceums or vocational colleges based on general secondary education.

### **United States**

Preschool education is primarily managed by local authorities. Quality monitoring is conducted through the National Association for the Education of Young Children (NAEYC). Programs are tailored to individual child development and emphasize collaboration with parents.

### **Japan**

The Japanese model prioritizes discipline, collectivism, and moral education. The “Kaizen” principle — continuous improvement — plays a central role in governance. Strict standards are established by the state.

### **South Korea**

Distinguished by innovative technologies, digital monitoring, and result-oriented governance systems. Preschool education focuses on early competency development.

### **China and Europe**

In China, state control is predominant, whereas European countries (Finland, Germany) emphasize democratic governance, independent child development, and inclusivity.

In recent years, Uzbekistan has undergone significant reforms in preschool education. The Ministry of Preschool Education was established in 2017, and new kindergartens were opened through public-private partnerships. The 2030 Education Development Concept identifies quality control, modernization of curricula, and enhancement of staff capacity as primary objectives.

Compared to international practices, Uzbekistan's governance system remains centralized, and strategic planning and monitoring mechanisms are still in the implementation phase. However, efforts are underway to increase competitiveness, strengthen parental involvement, and improve management systems.

Home-based education and independent learning are supported by the state. These forms of education are carried out according to curricula of relevant educational institutions, while learners receive methodological and consultative assistance from authorized state bodies.

**CONCLUSION:** The findings of this research demonstrate that international standards for managing preschool educational institutions serve as a significant methodological foundation for organizing the effective functioning of educational institutions. These standards aim to ensure a child-centered learning environment, establish quality monitoring systems, promote inclusivity, implement digital management tools, and enhance the professional competencies of

managerial staff. Therefore, the gradual implementation of international standards in preschool education institutions, harmonized with national traditions and socio-cultural characteristics, emerges as a critical factor in advancing the education system.

**REFERENCES:**

1. UNESCO. International Standards for Early Childhood Education and Care. Paris: UNESCO Publishing, 2021.
2. UNICEF. Global Framework for Quality Early Childhood Education. New York: UNICEF, 2020.
3. OECD. Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education. Paris: OECD Publishing, 2018.
4. World Bank. Improving Early Childhood Development: Global Strategies for Education Systems. Washington, DC, 2019.
5. Fullan, M. The New Meaning of Educational Change. New York: Teachers College Press, 2016.
6. Bush, T. Educational Leadership and Management: Theory, Policy, and Practice. London: Sage Publications, 2019.
7. Republic of Uzbekistan. Law on Preschool Education and Upbringing. Tashkent, 2021.