

IMPROVING THE QUALITY INDICATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS BASED ON ADVANCED FOREIGN EXPERIENCE

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Abstract: *The modernization of preschool education has become one of the priority areas of educational reforms worldwide. Ensuring the quality and effectiveness of preschool educational organizations requires the implementation of advanced international practices and innovative management approaches. This article analyzes the quality indicators of preschool educational organizations based on the experiences of Finland, South Korea, and Singapore. Particular attention is paid to teacher competencies, educational environment, management efficiency, quality monitoring systems, and parent-school cooperation. The study also examines the possibilities of adapting international best practices to the preschool education system of Uzbekistan. The findings indicate that the implementation of modern quality assessment mechanisms and innovative educational technologies can significantly improve the effectiveness and competitiveness of preschool educational organizations.*

Keywords: *preschool education, quality indicators, educational quality, foreign experience, teacher competence, educational environment, quality monitoring, diversification, innovation, management efficiency.*

Introduction

In the context of globalization and rapid socio-economic development, the quality of education has become a critical factor in ensuring sustainable national progress. Preschool education serves as the foundation for lifelong learning and plays a significant role in the

intellectual, social, emotional, and physical development of children. Numerous studies conducted by international organizations such as UNESCO, OECD, and UNICEF emphasize that investments in early childhood education yield substantial long-term benefits for both individuals and society.

In recent years, Uzbekistan has implemented comprehensive reforms aimed at expanding access to preschool education and improving its quality. However, achieving international standards requires the adoption of effective quality assurance mechanisms and the integration of advanced foreign experiences. Therefore, studying the practices of leading countries in preschool education and adapting their successful models to national conditions has become an important scientific and practical task. The purpose of this study is to analyze the quality indicators used in preschool educational organizations in developed countries and identify opportunities for their implementation in Uzbekistan. The study employs comparative analysis, content analysis, and a systematic approach to investigate international experiences in preschool education. Official documents, international reports, scientific literature, and educational policies from Finland, South Korea, and Singapore were reviewed and analyzed. The selected countries were chosen due to their internationally recognized achievements in educational quality and preschool development. Quality in preschool education is a multidimensional concept encompassing structural, process, and outcome-related factors. According to international educational frameworks, the effectiveness of preschool educational organizations is determined through several key indicators:

- Teacher qualifications and professional competence;
- Educational curriculum and learning outcomes;

- Learning environment and educational resources;
- Child development and well-being;
- Leadership and management effectiveness;
- Parent and community engagement;
- Quality assurance and monitoring systems;
- Integration of innovative and digital technologies.

These indicators provide a comprehensive framework for evaluating educational effectiveness and ensuring continuous improvement.

Finland's Experience in Ensuring Preschool Education Quality:

Finland is widely recognized for having one of the most successful education systems in the world. The Finnish approach to preschool education emphasizes child-centered learning, equality, and holistic development. Several quality indicators characterize the Finnish preschool system: All preschool teachers are required to possess higher education qualifications and undergo continuous professional development. Teacher autonomy and professional responsibility are considered essential components of educational quality. Rather than focusing on academic achievement, Finnish preschool education prioritizes children's emotional well-being, creativity, social skills, and independent thinking. Each child receives personalized support through individual learning and development plans designed according to their needs and abilities. Strong cooperation between families and educational institutions contributes significantly to children's successful development and educational outcomes. The Finnish model demonstrates that educational quality can be enhanced through trust-based governance, highly qualified teachers, and child-focused educational practices.

South Korea's Experience in Preschool Quality Management

South Korea has established a highly structured and technology-oriented preschool education system. Quality assurance is ensured through government supervision, accreditation procedures, and continuous monitoring. **Professional Development of Teachers:** Teachers regularly participate in training programs and competency development activities aimed at improving instructional quality. **Digital Transformation:** Advanced digital technologies are integrated into educational processes, administrative management, and communication with parents. **Continuous Assessment:** Child development is systematically monitored using various assessment tools to ensure educational effectiveness. **Accreditation and Evaluation:** Preschool institutions undergo regular evaluations to maintain educational standards and improve organizational performance. The Korean model illustrates the importance of technological innovation and accountability mechanisms in achieving high-quality educational outcomes. **Singapore's SPARK Framework for Preschool Quality.** Singapore has developed a comprehensive quality assurance system known as the Singapore Preschool Accreditation Framework (SPARK). This framework serves as a benchmark for evaluating preschool educational organizations.

The SPARK model focuses on five major dimensions:

1. Leadership and management effectiveness;
2. Curriculum planning and implementation;
3. Teacher professional development;
4. Child development outcomes;
5. Parent and community engagement.

Through self-assessment and external evaluation, preschool institutions continuously improve their performance and educational

quality. Singapore's experience highlights the significance of systematic quality monitoring and evidence-based educational management.

Opportunities for Implementing International Experience in Uzbekistan. The analysis of advanced foreign practices reveals several opportunities for improving the quality of preschool educational organizations in Uzbekistan. First, a national quality assessment framework aligned with international standards should be developed. Such a framework would enable objective evaluation and continuous improvement of educational services. Second, strengthening teacher competencies through professional development programs and international training initiatives is essential for improving educational quality. Third, the integration of STEAM education, digital technologies, and innovative pedagogical approaches can enhance children's learning experiences and prepare them for future challenges. Fourth, establishing digital platforms for cooperation between educators and parents can improve communication, transparency, and parental involvement in educational processes. Finally, the diversification of preschool educational services and management models can contribute to greater institutional effectiveness and competitiveness. International experience demonstrates that educational quality depends not only on infrastructure and financial resources but also on effective leadership, professional teachers, innovative methodologies, and stakeholder collaboration. Countries that consistently achieve high educational outcomes prioritize quality assurance systems, evidence-based decision-making, and continuous professional development. For Uzbekistan, adapting these approaches requires consideration of national cultural, social, and economic conditions. Therefore, the implementation of foreign practices should be accompanied by careful localization and systematic

monitoring. The scientific novelty of the research is reflected in the following aspects:

- A comparative analysis of quality indicators used in preschool educational organizations in Finland, South Korea, and Singapore has been conducted.

- A system of quality indicators for evaluating the effectiveness of preschool educational organizations has been proposed based on international best practices.

- The relationship between teacher competencies, educational environment, management effectiveness, and educational quality has been identified.

- A diversified model for improving preschool educational organization performance through the adaptation of advanced foreign experiences has been developed.

- Practical mechanisms for integrating international quality assurance approaches into the preschool education system of Uzbekistan have been proposed.

Conclusion

The study confirms that advanced international experience provides valuable guidance for improving the quality indicators of preschool educational organizations. The experiences of Finland, South Korea, and Singapore demonstrate that teacher competence, educational environment, quality monitoring systems, leadership effectiveness, and parental involvement are fundamental determinants of educational quality. The implementation of modern quality assurance mechanisms, innovative educational technologies, and international best practices can significantly enhance the effectiveness and competitiveness of preschool educational organizations in Uzbekistan. Such reforms will contribute to

the development of a high-quality preschool education system capable of supporting children's comprehensive development and lifelong learning.

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