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**SECTION 31. Economic research, finance,
innovation, risk management.**

ANALYSIS OF THE CURRENT SITUATION OF PRESCHOOL EDUCATION SERVICES IN UZBEKISTAN

Abstract: In the article have been described the theoretical and methodological aspects of the development of the preschool education market in Uzbekistan from the point of view of the main trends in the development of the market for pre-school educational services. And also, in order to increase the satisfaction of consumers with pre-school education services, the types of educational services are listed in which the main tasks of preschool educational institutions on these issues should be provided and listed. The scientific research of the results of foreign scientists' research on topical issues of development of preschool education is studied and the author's approach is given.

This article describes the results of a sociological questionnaire randomly conducted throughout Uzbekistan based on the Likert scale among 446 parents whose children, aged 3-6 years, are currently educated in pre-school educational institutions, in order to study the degree of satisfaction with pre-school education. Analyzes of the results of the sociological questionnaire on statistical information on the activities of pre-school institutions conducted by the author on the basis of marketing research are given. Analysis of the results showed that the number of parents who are satisfied with the quality of preschool education is much higher.

Key words: educational services, pre-school education services, research of preschool education services, research of consumers and competitors, satisfaction with the quality of education.

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Introduction

In the modern economy, the market plays an important role of educational services, as the level of knowledge and skills of personnel through the provision of educational services is one of the most important factors in improving the quality of the labor market. According to the concept of modern education, the development of pre-school education is the first stage in the development of education.

Therefore, the government attaches great importance to the development of a new economy, in particular, the system of pre-school education, which is one of the priorities of state policy on the basis of further improvement of modern knowledge. In accordance with the resolution of the President of our country "On measures of further improving the system of preschool education in 2017-2021" of December 29, 2016, measures are being taken on strengthening the material and technical base of the existing preschool education institutions,

construction of new ones, including in rural areas, providing them with modern inventory, equipment, educational and methodical aids, multimedia resources [1]

The main tasks of the new ministry are the phased coverage of all children with preschool education system, creation of a network of state and non-state preschool education institutions in the country for healthy competition, introduction of alternative forms of preschool education and upbringing of children.

As well as, taking into account the population growth in the country, the necessary level of coverage for improving the system of preschool education for children is ensured, the organization of construction and repair work to create and strengthen the material and technical base of preschool institutions, the development of non-state sectors is being gradually implemented to further improve the quality of preschool education services. Since the introduction

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of public-private partnerships in the field of pre-school education is the most effective way to solve existing problems in the system of pre-school education, it contributes to saving the state budget for education and improving the quality of pre-school education.

Today, there are significant changes in the development of the competitive environment of the education system, which also has a positive effect on the market for pre-school education services. As a result of competition in the preschool education market, each market participant will be forced to evaluate their position in the market, as well as conduct marketing research. Education services are ready to analyze the market environment, analyze the activities of direct and indirect competitors and change their services in accordance with the requirements of customers.

The main purpose of marketing research in the preschool education market - identify needs for promising educational services, assess their satisfaction, study and predict the hypothesis of consumer behavior. At the same time, it is necessary to study the market of educational services and the segmentation of the object and the subject of education, the principles and methods of marketing of educational services, the impact of the marketing sphere on konyunkturu market conditions, market research in education, forecasting demand for professionals formation on educational market prices and features of the educational services market research.

Materials and Methods

Theoretical and methodological aspects of the formation of the educational services market began to develop at the end of the 20th century and led to the formation of the global educational services market, significantly changing all aspects of human life due to a greater number of world knowledge.

Educational services are educational events or training programs for an educational organization or an individual entrepreneur to continue their studies at the next stage of organizing and implementing the educational process for training special educational programs, subjects and professional activities. (Г.А.Асрапова, 2016, [2]).

Today, preschool education services should have a positive impact on the child's intellectual, psychiatric, creative and physiological development, as well as helping parents meet the needs of their children in a comprehensive and modern manner. Preschool education and parenting teachers require parents to learn to interact with their children, build a peaceful solution to the conflict and compromise, and also communicate with peers through their own actions.

The main tasks of preschool educational institutions in the market of educational services:

- development and provision of new types of educational services;
- organization of high-quality educational services;
- marketing research in the preschool education market;
- increase and promote the demand for pre-school education services;
- increasing the competitiveness of pre-school educational institutions;
- implementation of the pricing policy of educational services;
- increase the scientific potential of specialists;
- creation of the brand of the educational institution and strengthening its credibility;
- development and implementation of the strategy of marketing activities of an educational institution;
- forecasting of promising educational services.

Theoretical and methodological aspects of the development of the market for pre-school education and research on this issue can be divided into two parts:

2.1. Studies on the effective organization and management of preschool education services. They studied the positive impact of the "Universal Preschool Education Program" in increasing the effectiveness of the child's education (J.Dietrichson, L.Kristiansen и V.Nielsen, 2018) [3], studied and analyzed the monitoring of the system of preschool education in 57 countries (K.Anderson, A.Raikes, S.Kosaraju и A.Solano, 2017) [4], Five Asian countries have theoretical and methodological aspects of early childhood care and development, governance structures and demographics, financing and the public-private market in China, Indonesia, Singapore, South Korea and Vietnam, the structure and structure of early childhood and education, studied the current problems of our time (Rayginne G H Tan, 2016) [5], theory and practice of early parenting in Japan; a system for preparing national pre-school educational programs and curricula; comprehensive education and care reform; analysis of development trends in pre-school education (A.Nanakida, 2015) [6], the professional development of the pre-school education system and the increase in their knowledge have had a positive impact on the education of children by comparing the work of public and private institutions for the care of young children and education (E.Park и S.Park, 2015) [7].

2.2. Scientific research on the factors contributing to the increase in satisfaction with the quality of preschool education services and their satisfaction with the preschool education provided to their children:

They conducted 344 monitoring activities related to the activities of children, parents and teachers in Ghana, in partnership with the University

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of Pennsylvania, as part of a comprehensive survey on improving the quality of education in pre-school institutions (Sh.Wolfa, E.Tsinigob, J.Behrmanс и J.Aberd, 2017) [8], in Tanzania, a questionnaire was conducted for 829 parents whose children at the age of 5-6 years receive pre-school education (D.Libent, 2015) [9], conducted a questionnaire of 810 parents, whose children in 3-5 years of age are accepted in Taiwan kindergartens (L.-F.Jang, L.Moore и Y.-M.Lin, 2014)[10].

The complex research processes of the above scientists showed how satisfied parents and teachers are in living and working conditions, the level of knowledge and skills of teachers, the quality and characteristics of preschool education programs, the relationship and satisfaction of parents with the preschool education provided to their children.

Research results showed: satisfaction of parents with the quality of pre-school education and existing curricula; improving the knowledge and skills of teachers, as well as the effective cooperation of teachers and parents in teaching the child a positive effect on improving the quality of preschool education

A.M.Barriers studied the existing problems in the early stages of education with the participation of 150 parents from Mumbai. Among the 36 parents there were significant differences in the level of satisfaction, 65.6% of the parents encountered problems and obstacles at an early stage of education and were unsatisfactory. In the course of this study, parents were able to find out how parents can involve their children in early childhood education, as well as the effect of "parental participation" on the quality of the child's education. It was found that mothers are trying to improve their time in order to support the education of their children, and that fathers face problems with their working time [11].

E.Nitecki surveyed among 3 teachers and 18 parents, 48 observations in the classroom, using inductive research to determine their collaboration with Millsereka School to study the system of teaching children with disabilities in preschool education. Based on this study, he developed a methodology for effectively monitoring the access of children with disabilities to preschool education and showed that the cooperation of parents and teachers has a positive effect on the effectiveness of direct education[12]

Over the next five to ten years, S.M.Walton determined the supply and demand for early childhood education in Benton and Washington and predicted population growth from 2016 to 2027. The method used by the researcher allowed the birth of both countries to predict the number of children under five years of age[13]

O.B. Savinskaya believes that in the decision-making process of management in pre-school educational institutions, a broad assessment of

parents is necessary, as a comprehensive assessment of the quality of services provided by parents for the effectiveness of management of pre-school institutions can increase the ability to manage direct education and improve the quality of educational services.

Using the above-mentioned research methods, Uzbekistan used comprehensive marketing research in the system of pre-school education to study the activities of pre-school educational institutions in collaboration with ministries and organizations so that it was possible to study the general situation of pre-school education and identify and eliminate existing weaknesses.

In our opinion, the effective use of research methods by foreign scientists to identify and eliminate existing shortcomings and problems in the system of preschool education in Uzbekistan will improve the quality of services of preschool education..

Research methods

The study presents the author's approach, explaining the results of research by foreign scientists on topical issues of the development of preschool education.

There is a survey based on the four-point Likert scale, scanned by random 892 parents of 3-6-year-old children in Uzbekistan. To determine the opinion of parents on the quality of preschool education, the first part of the survey includes the demographics of respondents, the second part contains 15 questions with 4 answers on the quality of preschool education, and the third part - the parents' opinion on improving the quality of preschool education and left their suggestions.

Methods of statistical analysis were used on the basis of a comparative analysis of the collected data. The survey was conducted in May - June 2018. Data processed using Microsoft Excel.

Analysis and Results

In developed countries, the needs of modern day-to-day pre-school education are the basis for the development of private pre-school educational centers and development centers, which provide additional educational services for the comprehensive development of children. Therefore, in developed countries, private pre-school educational institutions are relatively high in public pre-school education. For example, in the US, only 2% of pre-school educational institutions are public pre-school institutions.

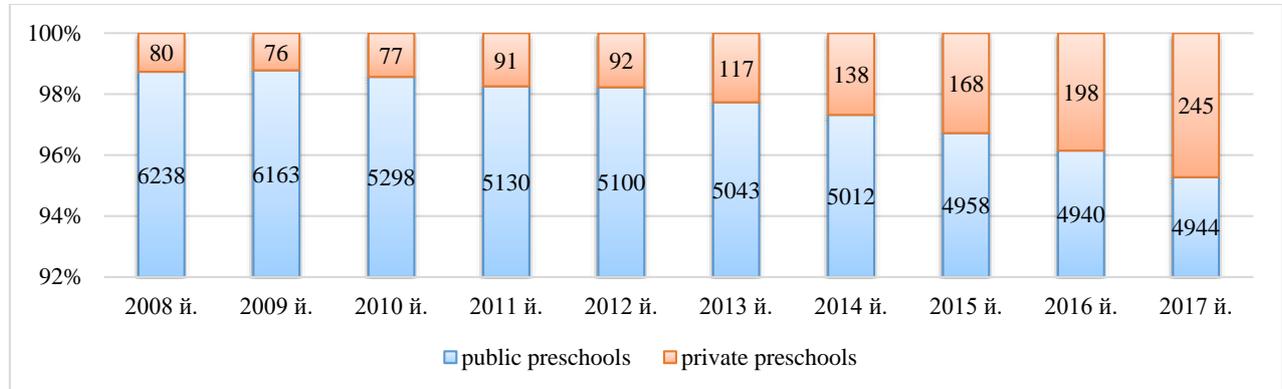
Despite the fact that in recent years, the amount of payment of parents paid for private non-state pre-school institutions in Uzbekistan is ten times higher than in public pre-school institutions, but the demand for them is growing.

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Because they have more advantages than state pre-school institutions, with various privileges, such as providing quality education and training, providing high-quality staff, and organizing various

additional clubs, especially in the field of language and mathematical skills. The following information is the basis for Picture 1.



Picture 1. Growth of public and private preschool education’s in Uzbekistan.

Thus, the above analysis shows that the quality of educational services provided by private non-pre-school educational institutions is increasing from year to year, despite the fact that fees are high.

In order to improve the quality of educational services provided by state pre-school institutions in order to provide quality pre-school educational services to the population on the basis of incomes of the population of the Republic and social protection, it is necessary to introduce and develop additional educational services. First of all, it is necessary to determine the demand for services of preschool education, depending on the financial needs of parents.

Marketing research in the preschool education market includes the following processes:

Market research - trends and processes of the market for preschool education services, the structure and location of the market, its capabilities and development dynamics, obstacles and problems,

opportunities and risks, as well as the state of competition and the current situation.

Consumer research - This is a comprehensive set of stimulating factors that help parents of children in preschool institutions choose educational services and evaluate their quality..

Competitive research – analysis of existing competitors and their competitiveness in the market of pre-school education, to obtain the information necessary to ensure the competitiveness and the search for ways to interact with competitors.

Thanks to marketing research in the preschool education market, it is possible to determine the opinion of parents about educational services, the level of satisfaction with the quality of education and the specific educational needs of parents.

Therefore, a random social survey was conducted in 892 parents of children aged 3-6 years who are currently participating in the pre-school institutions of the republic. The results of survey are below in the Figure 2.

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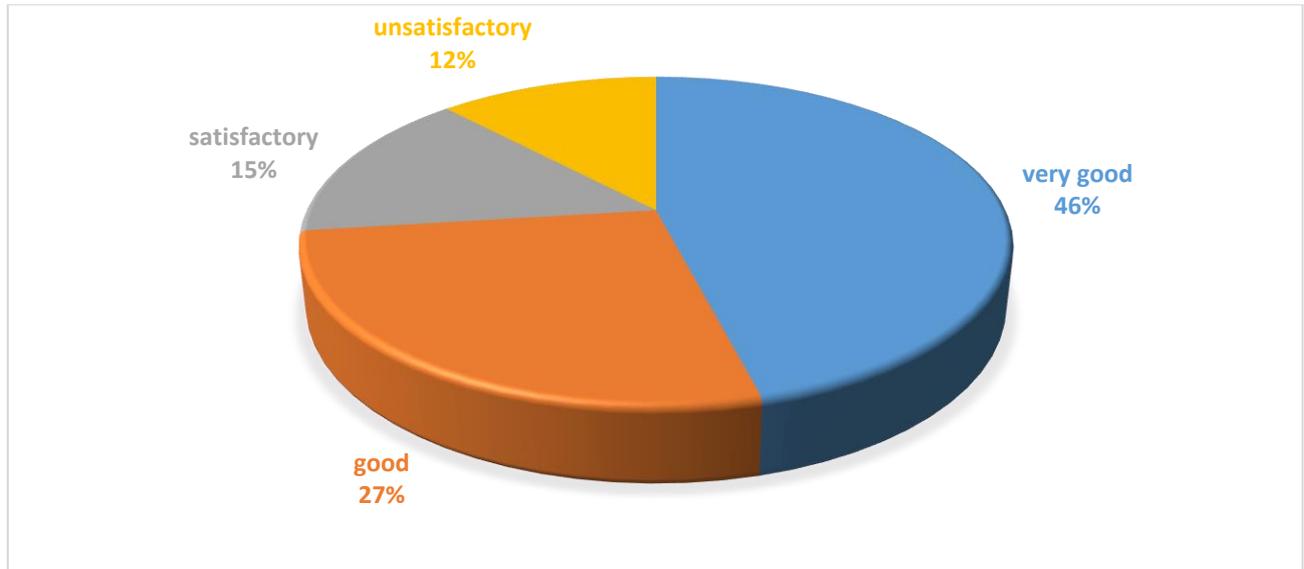


Figure 2. The results of satisfaction of parents with the quality of education.

From the above chart, we can say that according to the results of a sociological survey conducted among parents of children in preschool institutions, the quality of preschool education services was determined, 46% of parents answered “satisfactory” to the quality of preschool education services, 27% of respondents answered “unsatisfactory”, 15% of respondents answered “Very satisfying”, “very unsatisfactory” answered 12% of respondents. Thus, we can conclude that many parents are satisfied and they are satisfied with the quality of preschool education.

Conclusion

1. For the development of the market for pre-school education, it is necessary to identify the shortcomings and problems of pre-school educational institutions in our country and find ways to solve them.

2. Particular attention should be paid to the development of the private sector in the pre-school education system to create the necessary infrastructure and competitive environment. At the same time, it is necessary to introduce the public

sector of pre-school education in business activities and develop the market of paid educational services.

3. In order to improve the quality of preschool education, great attention is paid to raising the level of knowledge and skills of teachers while ensuring the availability of modern information technologies in the learning process.

4. It is important to ensure the participation of parents and teachers in decision-making on issues of pre-school education management and effective cooperation of parents and teachers in the education of the child.

5. Every year, it is necessary to conduct social surveys based on marketing research to determine the demand for services of preschool education, satisfaction of parents and their satisfaction with the quality of educational services provided.

6. The creation of “Corporate pre-school institutions”, based on public-private partnerships to provide legal and financial support to organizations and companies that initiated the creation of a pre-school educational institution, will increase the number of new pre-school educational institutions.

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