

Fundamentals Of Financing In Pre-Schools In Uzbekistan

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Abstract: In the Article the indicators of the financial performance of preschool educational institutions are presented in the following basic indexes. In this case, the scientific conclusions of the scholars were studied and independent approaches to them were stated. Also, recommendations were made on the use of a system indicators for financing pre-school education.

Index Terms: budget, financing, indicators, preschool education, nutrition rates knowledge, students, tendency.

1 INTRODUCTION

From the day when the foundations for reforming the education system were implemented in Uzbekistan, its stages were closely linked. So, their stable functioning every level of education contributes to the success of their education. Therefore, the effective functioning of the pre-school education system contributes to the formation of a healthy generation in school education. The financing of republic preschool in Uzbekistan is determined by the allocation of funds through the relevant items of the cost estimate. This reflects the total expenditures of four groups, approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 3, 1999, No. 414 "On improving the order of financing of budget organizations". Initially, each state is defined by the number of students enrolled in its preschool establishment and the number of groups it has established. In accordance with the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On the organization of activities of the Ministry of preschool education of the Republic of Uzbekistan" PP-3305 was established. In addition, it is expected that the normative financing norms will be developed by this state body. In general, the Republic of Uzbekistan Minister of Labor and Social Protection is 2017 According to the July 528 decision on "Improving Activities of Pre-School Education Institutions," the targets for funding were identified. In particular, the state preschool provides for the following five-day working a week: 12 hours; 10.5 hours; 4 hours. This mode of operation is financed from the state budget for preschool educational instructions, while specialized state preschool educational institutions envisage 24-hour, and 10.5-hour operating modes. In our view, the implementation of these performs is important in terms of financing pre-school institutions and improving the system of indicators / indicators that serve as the basis for it.

2 LITERATURE REVIEW

Criteria for the establishment of groups in the state preschool educational instructions are established. These include development, future student and integrated groups. In these groups, 20-25, 20-25 and 15-20 people were noted. The introduction of this criterion requires grouping of well-known teachers and assistants to work in groups. In accordance with the Decree of the Ministry of Pre-School Education of the Republic of Uzbekistan № 50 and 51 dated March 16, 2018, the management of special repair and exploration services of state preschool educational institutions and district (city) preschools, standard rates for technical and service personnel, as well as tariff categories on a single tariff scale. This order approves the standard form of staff units. According to him, the union is shaped by the number of groups. For example, a senior nurse position is expected to have 0.5 rates for 2 groups, and 1.0 for a group of 3-7. In the presence of groups of more than 8 units, it is assumed to allocate 1.5 unit of staff units. We think that setting the rate for this post can be a challenge in two ways. First of all, the staffing will be marked by the formation of a group of preschool institutions in the 528th Decree of July 19, 2017 "Enhancing the Activities of Pre-School Education Institutions" of the Republic of Uzbekistan. On the contrary, this command does not specify which group type the group belongs to. In this regard, there are differences between the 'future reader' and the integrated groups that require different individual approaches. In particular, the "Future Reader" group includes children aged 3-7. It was also noted that no more than three "mentally retarded" children with a mental illness were enrolled in this group. Therefore, we think it is necessary to coordinate the states, given the nature of such groups. Second, it can be seen that the number of medical personnel per unit of staff is inadequate. According to Order No. 50 of the Ministry of Preschool, 0.5 units have been approved for 2 groups. This means that the average number of 45 students is about 0.5% nurse, while the number of up to 115 students (excluding the first 2 groups) is also 0.5. Although the rate is 1 rate in groups of up to 7, one unit is occurring with the addition of 0.5 more to the previous 0.5 rate for the remaining 5 groups, excluding the first two groups. At the same time, additional 5 units are added for the next 5 groups, up to 0.5. We believe that for every fifth group there is an unknown tendency for the state to set the rate at 0.5. However, it is not envisaged that the unit will be converted to 2.0 when the number of groups exceeds 12. It is important to note that there is a common approach to the determination of staff units, taking into account the characteristics of groups and their interrelations. However, the unit allocated for the position of psychologist is not intended

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for the first 4 groups. This means that psychologists do not have access to 90 primary (average) children. It is important for us to pay attention to these aspects in the formation of each student as healthy and mature. In our opinion, a psychologist can emphasize the importance of the position in preschool through the following activities:

- working with parents to raise children;
- providing recommendations to educators, acting as observers in each group;
- actively participate in the development of training programs;

watching Monitor the overall environment for the students and develop a system of recommendations. In turn, depending on the nature of each pre-school institution, psychologists perform the following functions:

- information function - provides information of a specialized nature;
- Analytical function - determines the general and individual development of pupils and their readiness for school education;
- function of prevention - creation of conditions for harmonious formation of pupils, maintenance of mental health;
- Support function - assistance in overcoming existing psychological problems in children.

Research by Marchenko (2012) plays an important role in intellectual development when designing curricula based on age and nurturing specificity. At the same time, Feldstein (1999) reflects the importance of achieving social partnerships in preschool education for children, creating adequate conditions for the development of community attitudes, and broadening self-awareness. This involves understanding the child's social and cultural world and systematizing the factors that influence it. Davidov (2004) examines the relationship between systems of "culture / society" and concludes that "society and culture are interconnected through the perfection of personality that reflects the individualization and socialization of the individual". From this point of view, it requires a special approach to the development of each individual. Soginov and Kadyrov (2014) focus on the needs of the child in adulthood. They note that children with normal levels of mental development ask about 5,000 questions a day if possible. This reflects the fact that children need to know 5000 times a day. It should be noted that when financing social services, it is desirable to formulate a financial plan based on its norms, and on the contrary, the formation of social services in accordance with the financial plan will have a negative impact on the quality of services. In our opinion, proper formation of the basic directions in the activity of preschool educational institutions is important for upbringing of harmoniously developed generation. Therefore, in our country, we think it is advisable to assign staff units to psychology and educator positions in preschools with the criteria of the ratio of individuals to each individual. Grigorieva (2008) has been able to study processes by administering preschool education. According to her, pre-school services can be divided into three groups based on their characteristics:

- Life support services for children - care, nutrition, health and development problems;
- services for the development of football personality - education, education, promotion of individual abilities;

- services in the form of counseling for parents - consultation with physician, methodologist, speech therapist, psychologist, physical education.

In our opinion, it is advisable to establish a clear boundary in the effective organization of preschool education, which is financed by public services and parental fees. In particular, it is important to consider a balanced methodology for financing pre-school education necessary for the full development of children and to provide full parental payments for individual child development services. In this context, it is important to consider the above classification principles and recommendations in financing pre-school education.

3 RESEARCH METHODOLOGY.

The study carried out a systematic review of the methodology of financing preschool educations services.

4 ANALYSIS AND DISCUSSION OF RESULTS

It is also necessary to pay attention to two permanent aspects: primary health of children and the health of children. The system of factors contributing to the formation of these two indicators allows the establishment of clear criteria for financing pre-school education. It is also advisable to pay attention to the following aspects as a set of knowledge that children need to know by age (stotysyh.ru):

Children aged 3-4 should know:

- 1500 vocabulary, knowledge of lions, knowledge of fairy-tale heroes, and illustrate pictures in 3-4 sentences;
- Ability to count from -1 to 5 (and vice versa) and point fingers according to the number;
- Ability to use numbers and order numbers;
- To find the next and the next from the given number;
- be able to use words such as "big", "small" and "too many" to compare subjects;
- be able to find areas of the lower, upper, periphery and center;
- be able to recognize and draw spindle, square, triangle, rectangular and oval;
- be able to concentrate for 10-15 minutes, understand the difference between similar pictures and so on.

Table 1. Meals of students aged 3-7.

The name of the dish	Under 3 years	3-7 aged
	In grams	
Breakfast		
Crackers and vegetables	200	250
Egg dish	80	100
Cottage cheese and food	100	120
Juice (cocoa, milk and tea)	150	200
Second breakfast		
Fruits, juice	150	150
Lunch		
First dish	200	250
Second dish	150	200
Meat, fish, chicken, rabbit meat	50	70
Garnish: vegetables and pasta	100	130
Salads	50	50
Juice (compote, acid)	150	150
Dinner		
Buns and similar products	70	80
Cottage cheese	70	90
Fruits	75	100
Sour milk, milk	150	200
Dinner		
Crackers and vegetables	200	250
Cottage cheese and food	70	90
Juice (cocoa, milk and tea)	100	200

The above is a brief classification of knowledge that children of 3-4 years should know. Based on these requirements, we think it is necessary to establish the staff of educators and educators and to develop standards for their qualification. One of the integral parts of the organization of preschool education is the formation of the nutrition and requirements of pupils. The organization of hygienic and safe nutrition of children in preschools of the Republic of Uzbekistan is regulated by hygienic norms, sanitary rules and norms of the Republic of Uzbekistan. In this regard, it is important that the Ministry of Health of the Republic of Uzbekistan adopt SanPiN No. 348-17-17 by the State Center for Sanitary and Epidemiological Supervision. These rules were amended on April 27, 2018.

These rules provide for the organization of meals in preschools as follows:

- adjusting meals for the time of study and stay at the facility;
- organization of meals for children with mental and physical developmental disabilities and chronic diseases in specialized pre-school educational institutions;
- providing hygienic recommendations for menu formation;
- control over the conditions of supply and storage of products;
- Formation of requirements to the dining room;
- control over the quality and preparation of food

products;

- cleaning dishes and controlling the kitchen's sanitary and anti-epidemic regimen;
- control of quantitative and qualitative composition of foods.

The above provisions, on the one hand, create the conditions for high-quality nutrition for pupils, and, on the other hand, provide a basis for the staffing of kitchen staff, warehouses and those responsible for business activities in preschools. This, in turn, is one of the key factors for funding. The following criteria are provided for their healthy eating and self-sufficient energy (see Table 1): It should be noted that the effective organization of nutrition also affects the health of the pupils in many ways. Therefore, the staffing schedule is mutually coordinated to ensure that these requirements are met properly need to be formed.

4 CONCLUSIONS AND SUGGESTIONS

In turn, the evaluation of pre-school education is important. In this regard, the Russian scholar Grigorieva (2008) provides an index of the effectiveness of preschool education services (see Table 2). We believe that the indicators proposed by this scientist and the indices that should be taken into account in evaluating them are unique in our country. In this methodology, the coverage of services, the percentage of additional services, the skills of the staff, and the assessment of the psychological environment play an important role in the

evaluation of preschool education services. Minimal requirements should be formulated when analyzing the coverage of preschool education services. This is because there is a minimum level of education and healthy nutrition in the formation and development of foster children. It can also be viewed at the level of one agency or country. Therefore, it is necessary to take into account pre-school attendance nationwide and, secondly, to account for the correlation between pre-school education staff and students. However, the presence of pupils in the institution who exceeds their potential does not allow them to achieve full and high-quality services. Methods of evaluating the effectiveness of pre-school education services.

Diversity of pre-school education services	Availability of additional activities for child development	Without limits	$I_2 = \frac{U_{dy}}{U_{children}}$
$I_2 = \frac{U_{dy}}{U_{children}}$			

Overall, only 23.1% of children aged 3-7 in Uzbekistan are covered by preschool education services. This means that 3/4 of the Uzbek children in this category start attending school without full preparation (Akramova, 2015).

Here:

- Number of children enrolled in the Chmd preschool program; Ch1 class-
- total number of children attending school; ChSU - comprehensive preschool education
- the number of children receiving services; Flies - total children; advanced training
- share of employees; Shfakt Shmin - actual and minimal complaints; QJFact, Qmax - actual and minimum number of additional educational services, individual development services.

In our view, it is necessary to provide services that cover the needs of the learners in identifying their particular abilities. For example, it reflects a special interest in music education and the provision of appropriate services for students with natural abilities. In this regard, we think it is expedient to introduce not only comprehensive but specialized educational services and to finance them through parental payment. The completeness of the groups should also be assessed when the number of pupils exceeds the standard. An increase in the number of children in the group may occur if the budget is limited or the building is insufficient to accommodate foster children. In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan # 528, the number of children in groups in pre-school institutions is 80-100% higher than the maximum. Therefore, the 85-100% threshold in the "Group Completion" index above should be 80-100% for our country. Of course, it is not wrong to say that the provision of services in preschool depends primarily on the skills and abilities of the staff. It should be noted that it is advisable that programs of pre-school education should be carried out not during the academic year, but at the end of the school year when the number of pupils is reduced. Also, the presence of complaints and their high proportion of complications also complicate the psychological environment. For this reason, it is important to clearly determine the actual number of complaints and their financial mechanism. The common fundamentals of the above assessment methods have also been studied by another Russian scientist. In particular, Fedorova distinguishes two factors in the financial evaluation of preschool education: 1) evaluation of the quality of educational services based on the developed criteria; 2) promote the emphasis on fixed assets, resource use, human resource management, and the role of financial security in the performance of public functions (Fedorova, 2014). Fedorova (2014) also states that education financing comes in the following forms: It concludes that, according to its purpose, methodology and structure, it is implemented. The purpose is to finance the educational institution, to control the efficient

The purpose	Indicators	Optimal performance	Method of calculation
Availability of preschool education services $I_d = I_1 \times I_2 \times I_3$	Coverage of preschool education services	100%	$I_1 = \frac{U_{pda}}{U_{1 class}}$
	Coverage of comprehensive pre-school education services	90%	$I_2 = \frac{U_{dy}}{U_{children}}$
	Coverage of comprehensive preschool services at the individual family level	100%	$I_2 = \frac{U_{dy}}{U_{children}}$
Index of quality of preschool education services $I_k = I_4 \times I_{kb} \times I_{mt} \times I_{nx} \times I_6$	Fullness of group	80-100% from a social norm	If the actual figure is less than 80%: $I_3 = \frac{U_{\phi}}{85}$ If the actual value is greater than 100%: $I_3 = \frac{U_{\phi}}{85}$
	Qualification of staff, including training	20 % of staff	$I_{kv} = \Pi (I^i) = \Pi \frac{Q_{the fact}^j}{Q_{max}}$ $I_{max} = \frac{d_{\phi}}{20}$
	Logistics	Without limits	$I_{M to} = \Pi (I^i) = \Pi \frac{Q_{the fact}^j}{Q_{max}}$
	The level of psychological environment	Without limits	$I_{pkl} = \Pi (I^i) = \Pi \frac{Q_{the fact}^j}{Q_{max}}$
	Evidence-based complaints	0	$I_2 = \frac{U_{dy}}{U_{children}}$

use of financial resources and to optimize financial flows. Methodologically, the prevailing set of all forms and methods for the formation and use of financial resources in accordance with the stated goals will prevail. Structurally, the education system is a complex set of budget and extra-budgetary funds (Egupova, 2010). In our opinion, the availability of criteria for financing pre-school education will allow for effective use of budget funds and the establishment of clear rules for parental payment.

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