

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DEVELOPMENT CHARACTERISTICS AND TRENDS IN THE
PROVISION OF PRESCHOOL EDUCATION SERVICES BASED ON PUBLIC-
PRIVATE PARTNERSHIP*****Vasila Sadullayevna Ubaydullayeva****Jizzakh Branch of the National University of Uzbekistan
named after Mirzo Ulugbek
Jizzakh, Uzbekistan***ABOUT ARTICLE****Key words:** Private preschool education institution, business, development, education, public-private partnership (PPP), investments, middle-income countries.**Received:** 10.06.25**Accepted:** 12.06.25**Published:** 14.06.25**Abstract:** The development of preschool education and its impact on various aspects of human life and the economy is highly recognized in Uzbekistan. In recent years, systemic measures have been implemented to assist in the development of young children by expanding access to quality education services. Specifically, the Ministry of Preschool Education was established, a roadmap was approved, and a number of legislative documents were adopted aimed at expanding preschool education and ensuring its effective operation.**Introduction**

In Uzbekistan, the coverage of preschool education is 33%, which is significantly lower than the average for middle-income countries (74%) and the member states of the Organisation for Economic Co-operation and Development (OECD) (83%). One of the key tasks of large-scale

reforms is to increase this indicator. This reflects Uzbekistan's serious approach to developing its preschool education sector. At the same time, the main objective of these reforms is to ensure quality education by creating an innovative education system, introducing modern curricula, enhancing teacher capacity, and establishing new types of institutions. All of these align with Uzbekistan's goals and aspirations in its new stage of development. The success of the reforms depends on the rational use of available resources, increasing the volume of investments, and achieving clear results in terms of education quality.

Main part

In Uzbekistan, the funds allocated to preschool education (0.8% of GDP) are low compared to middle-income countries (2.2% of GDP) and OECD countries (0.6% of GDP). Moreover, in 2016, budget expenditures on preschool education in OECD countries accounted for 11% of the total education budget.

The key challenge for Uzbekistan in developing preschool education is to ensure real access to quality services for all segments of the population without imposing additional financial burdens on families. Therefore, innovative financing mechanisms and attracting private investments are of significant importance. This direction has been specifically noted by the President of the country. In particular, the use of public-private partnership (PPP) mechanisms has been emphasized as one of the ways to leverage existing potential.

PPP is widely used in international practice as a tool to effectively manage limited public financial resources and mobilize additional sources. PPP offers various forms of cooperation between the state and business, which allows for the expansion and complexity of the system. PPP is not only typical for countries with developed infrastructure but is also widely used in developing countries. For example, in low-income countries, the number of institutions operating under public-private partnership in the preschool education sector exceeds 20%. In OECD countries, such institutions account for an average of 12%.

The primary goal of PPP is to increase the real availability of services for all segments of the population without diminishing the quality of services provided by the state. In many

developing countries, the state has been supporting social private schools or fully private schools. Public-private partnership (PPP) can expand educational opportunities, but it may also increase socio-economic segregation. That is, children with more preparation attend quality schools and achieve better results, while children with less preparation remain in lower-quality public schools.

Role of Monitoring and Management

Research shows that if governments implement proper monitoring and management, non-governmental service providers can be effective in filling resource gaps.

In the Context of Uzbekistan

If basic education services in Uzbekistan are provided based on public-private partnerships (PPP), it will require enhancing the potential of the non-governmental sector.

An inadequate legal and regulatory environment can hinder the effective implementation of PPPs.

Necessary Conditions for Successful PPP

Strategy and Policy: The government's stance and goals regarding the use of PPPs.

Legal Framework: Laws and regulatory documents.

Institutions: A system for planning, assessing, implementing, and monitoring projects.

Public Financial Management: Control over PPP expenditures and budget planning.

Relations with Other Stakeholders: Participation and accountability mechanisms for auditors, parliament, the public, and others.

Key Factor in the Approach

It is important to gradually introduce new mechanisms—this comprehensive approach will enhance the success of PPPs.

Specifically, a number of natural and social science terms have been introduced into academic education. Labor economics, for instance, is considered in terms of providing material resources necessary for a child and their family members' survival, preventing poverty, and avoiding excessive expenditure of labor force.

In the context of public-private partnerships in education ministries, social-labor relations are not only implemented in one sector or field within the ministry, but we can introduce a series of new methodological trends.

In particular, in the Jizzakh region, especially in the finance sector, it is crucial to avoid limiting education solely to textbooks. Rather, considering the skills and potential of the younger generation, contributing to their knowledge base becomes one of the significant and accomplished tasks for every higher education and preschool education ministry.

Only consciously managed and well-established strategic partnerships can provide favorable economic and social results, while also meeting the overall state interests. However, underdeveloped partnership mechanisms can lead to the unsuccessful implementation of public-private partnerships (PPP). For example, overly complex criteria and registration processes for participation, contradictory regulations, and financing restrictions for non-governmental suppliers—all these factors can hinder the full cooperation of the private sector with the public sector.

Issues requiring attention:

Entering into cooperation – The process of selecting contractors must be transparent and competitive. Tendering for service contracts should be open to all private organizations—both commercial and non-commercial. Clear participation rules should be established for participants: where and how to submit applications, as well as the purchasing policies and regulations.

Exiting from cooperation – If a partner fails to fulfill the obligations specified in the contract at any stage, clear rules for exit must be developed. Regular monitoring and quality assurance mechanisms should be in place, along with intervention procedures in cases where contractual obligations are not met. At the same time, each educational institution within the partnership should look forward to a bright future.

Conclusion

Within the scope of the project implementation, the concessional loan allocated to the private partner will be recalculated based on the interest rate established for commercial loans by the relevant bank and repaid at the increased interest rate; the interest rates for settled loans will also be recalculated, and the damages incurred will be recovered from the private partner.

In terms of tax and customs duties, any applied concessions will be recalculated and covered by the private partner. Monitoring compliance with legislation and contract terms will include practical assistance to ensure identified shortcomings are eliminated by the private partner in the course of claims processes.

References:

1. Oliy ta'lim tizimini 2030-yilgacha rivojlantirish Konsepsiyasi. 2019-y. <http://www.lex.uz>.
2. O'zbekiston Respublikasi Vazirlar Mahkamasining "Maktabgacha ta'lim va tarbiyaning Davlat standartini tasdiqlash to'g'risida"gi 2020 yil 22-dekabrda 802-son qarori
3. O'zbekiston Respublikasi Prezidentining 2018 yil 30 sentyabrda "Maktabgacha ta'lim tizimini boshqarishni takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3955-sonli qaror.
4. Ubaydullaeva Vasila Sadullaevna " TA'LIM XIZMATLARI KO'RSATISH SIFATINI OSHIRISH VA DAVLAT-XUSUSIY SHERIKCHILIGINI RIVOJLANTIRISH" -2024-A
5. Ubaydullaeva Vasila Sadullayevna-2024 "TA'LIM TIZIMIDA DAVLAT-XUSUSIY SHERIKLIKNI RIVOJLANTIRISHNING O'ZIGA XOS XUSUSIYATLARI // "Iqtisodiy taraqqiyot va tahlil 2024.
6. Ubaydullaeva Vasila Sadullayevna Davlat-Xususiy Sherikchiligini Tashkil Qilish Samaradorligini Oshirish.// "Raqamli iqtisodiyot" ilmiy-elektron jurnali. 2024
7. Ubaydullaeva V. UZLUKSIZ TA'LIM TIZIMIDA TA'LIMNING TEXNOLOGIYALARINI QO'LLASH MUAMMOLARI //Science technology&Digital finance. – 2023. – T. 1. – №. 3. – C. 132-143.

8. Убайдуллаева В. ФАНЛАРНИ ЎҚИТИШДА ИННОВАЦИОН ЁНДАШУВ //Академические исследования в современной науке. – 2023. – Т. 2. – №. 14. – С. 134-137.
9. Убайдуллаева В. Digitization-an important “Driver” of the development of New Uzbekistan //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 173-176.
10. Eshonqulov , R., & Ubaydullayeva , V. DAVLAT XUSUSIY SHERIKCHILIGI ASOSIDA MAKTABGACHA TA'LIM XIZMATLARI KO'RSATISHNING RIVOJLANISH XUSUSIYATLARI, OMILLARI VA TENDENSIYALARI. Journal of International Science Networks-2025.-1(5), 74-77.
11. Ubaydullaeva, V.Raqamlashtirish-yangi ao'zbekiston rivojlanishining muhim “DRIVERI”. Science technology& Finance,-2024- 2(3), 18Digital -22.