

**Annotation****INNOVATIVE MECHANISMS FOR ENSURING
COMMUNITY PARTICIPATION IN THE PRESCHOOL
EDUCATION SYSTEM****Sharipova Gulruhsor Nurqabilova**

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This article explores innovative mechanisms for enhancing community participation in the preschool education system. As active involvement of the community is essential for ensuring the quality, accessibility, and inclusiveness of early childhood education, the study examines both international experiences and local practices. The research identifies current challenges in establishing effective partnerships between preschool institutions and community stakeholders, and proposes modern, practical solutions. These include the integration of digital platforms, participatory planning approaches, and community-driven initiatives aimed at strengthening educational outcomes. The article concludes with recommendations to policymakers and educational leaders for fostering sustainable and collaborative engagement models in the preschool education sector.

Keywords: Preschool education, community participation, innovative mechanisms, stakeholder engagement, early childhood development, public-private partnership, educational collaboration, inclusive education.

The purpose of this study is to analyze how cooperation between preschool educational institutions (PEIs) and community organizations can be effectively organized and improved, and to identify promising directions for development based on existing practices and legislation. The academic article first provides a review of international and local literature on the topic, followed by a description of the research methods used. Subsequently, the study presents the existing forms of cooperation and evaluates their effectiveness, and then proposes forward-looking recommendations to strengthen community participation in the preschool education system, supported by conclusions and practical suggestions.

Theoretical foundations of family and mahalla participation. The issue of collaboration between preschool institutions and families has been extensively studied in the field of pedagogy for many years. According to psychological and pedagogical theory, a child's early education and upbringing are primarily formed within the family, while preschool education is considered a logical extension of this foundation (Vygotsky, Bronfenbrenner, and others). Therefore, in order to ensure the child's holistic and well-rounded development, the goals and tasks of kindergarten educators and parents must be aligned. As noted by N. Tarugashvili (2024), effective work with children "is impossible without cooperation with parents," and the best outcomes are achieved through "harmonious and coordinated educational approaches between the family and preschool." In this sense, the family and preschool "complement and reinforce each other" in child development. Cooperation based on mutual respect, open communication, and information exchange plays a key role in shaping a nurturing environment for the child's growth. This scientific perspective provides a theoretical foundation for the establishment of partnership relations between preschool educators and parents.

The educational role of the mahalla. When discussing family and community participation in the local context, it is essential to consider the concept of the mahalla. A mahalla is a traditional territorial community in Uzbekistan that has historically influenced socio-cultural and spiritual processes within its jurisdiction through the activities of citizens' assemblies. There is a well-known proverb among the Uzbek people: "The mahalla is a

homeland within the homeland,” which reflects the idea of the mahalla as an extended family unit. Thus, the integrated cooperation of the mahalla, family, and educational institutions plays an important role in nurturing children into responsible and mature members of society. Various commissions and organizations operating within the mahalla—such as women’s committee branches, the neighborhood guard, and advisors on spiritual and educational affairs—work directly with families and children. Scientific sources emphasize that “cooperation among the family, mahalla, educational institutions, and the wider public is of particular importance in raising a healthy generation.” Nurmatova and Hasanboeva (2022) advocate this idea in the introduction to their article, stating that such collaboration is a necessary condition for ensuring the well-rounded development of children. Therefore, the mahalla serves as a “bridge” between the parents and educational institutions. Through this bridge, public influence and support are consolidated and directed toward the development of children.

Local Research. Uzbek scholars have explored the topic of family and community cooperation in preschool education from multiple perspectives. A number of articles published in the academic journal of the Jizzakh State Pedagogical Institute analyze the role of the family-mahalla-preschool triad. For instance, S. Buronova (2021) emphasizes the exceptional importance of this threefold partnership in the upbringing of preschool-aged children. The author links societal development to the strength of family institutions and notes that when kindergarten educators collaborate closely with parents, the personal growth of the child is realized at a higher level. In another study, Buronova recognizes cooperation with the family and mahalla as a key condition influencing the quality of preschool education. M. Usmonova and Z. Qurbonbekova (2021) investigated the organizational forms of cooperation between the family and preschool institutions. Their research highlights the family as “the fundamental unit of society, a small state within the state,” and explores specific methods for engaging parents both collectively and individually. In particular, the authors conclude that “the role of cooperation between preschool institutions and parents is indispensable; only through joint efforts of the family and the preschool can the desired outcomes be achieved.” The reviewed scientific sources confirm that, in the context of local conditions, cooperation among parents, mahallas, and kindergartens contributes significantly to children’s holistic development. Furthermore, various forms and methods have been proposed to implement such cooperation, including individual consultations and discussions with parents, collective meetings, and involving parents in local events that include children.

Children attend these sessions for 1–2 hours a day, and typically, active women from the mahalla serve as instructors. Within the framework of the study, another successful example of mahalla-preschool cooperation was identified: in Yashnobod district of Tashkent city, preschool buildings were capital-renovated with the support of local sponsors, and additional groups were opened (source: local reports obtained during field analysis). This example demonstrates the potential for local entrepreneurs and affluent individuals to channel their resources toward projects that benefit children. Projects by non-governmental organizations (NGOs) and international organizations in the field of preschool education have also delivered significant results.

In Uzbekistan, public foundations such as “Sog’lom Avlod Uchun” and the “Children’s Fund” have cooperated with preschools on various programs related to child health, nutrition, and development. For instance, throughout the 2010s, “Sog’lom Avlod Uchun” organized mobile dental clinic buses to conduct medical check-ups in rural kindergartens (based on official reports). International NGOs are also actively implementing their initiatives through local preschools. For example, since 2020, the international organization Mercy Corps has implemented a program aimed at improving preschool education in rural areas, with the initial phase targeting 60 preschools and 9,000 children. As part of this project, special training seminars were conducted for preschool educators and healthcare workers, based on

international best practices. For example, in Surkhandarya and Karakalpakstan, training sessions were organized for 56 preschool nurses. In addition, within the framework of projects funded by the European Union and implemented by UNICEF, inclusive preschool groups were established in the Surkhandarya region. Specifically, in 2023, ten multilingual alternative groups were launched at preschool institutions in the city and districts of Termez, which resulted in the enrollment of more than 400 children who had not previously attended kindergarten. To establish these groups, facilities were prepared in collaboration with the local community and were equipped with the necessary furniture and educational materials. These examples demonstrate that the involvement of the non-state sector and international cooperation is significantly contributing to both the quality improvement and expansion of access to preschool education in Uzbekistan.

Future Opportunities. To further improve cooperation between preschool institutions and community organizations, the following opportunities and measures are proposed:

1.The legal foundations of cooperation need strengthening. While there are legal provisions regulating parental and community involvement in preschool education, further clarification is needed. In particular, issues related to collaboration with mahallas and the public are underdefined. Enhancing the regulatory framework with clear directives on these areas will strengthen cooperation mechanisms.

2.Future directions and strategic actions. Several recommendations and proposals have been developed through this research. These include:

- Establishing Parent Councils in every preschool and ensuring their effective functioning;
- Approving local coordination programs to formalize mahalla-preschool partnerships;
- Organizing training sessions for preschool educators and mahalla activists on working with children;
- Allocating grants for community participation projects.

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