



# The Role of Preschool Education in The Formation of The Social Capital of People with Disabilities

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**Abstract:** Preschool education is a significant indicator in the formation of human capital from an early age, especially for children with disabilities. The article analyzes the existing preschool child care services provided by both the public and private sectors, and allows us to conclude that a certain part of children with disabilities remains excluded from the education system due to the insufficient development of various service models and the growing birth rate of children with disabilities in certain regions of the Republic of Uzbekistan. In the article, the author substantiates the role of preschool education in the formation of the social capital of people with disabilities.

**Keywords:** Social capital, people with disabilities, preschool education, child care, child.

**Introduction:** Preschool education includes services provided in kindergartens, nurseries, preschool institutions, child care centers and other similar institutions[1]. Preschool education is something more than preschool preparation, because it is in itself a full-fledged education, the purpose of which is not only to prepare children for school, but also for life, just as other elements of the educational system contribute to this. Preschool education, as one of the first stages of the education system, is the foundation for the socialization of a child into society and the formation and development of human capital. The systems of preschool, school, higher and secondary special education, scientific and cultural institutions are four

interconnected links of the future Renaissance. We consider kindergarten teachers, school teachers, professors and teachers, scientific and creative intelligentsia to be the four most important pillars in shaping the era of the new Renaissance," said the President of the Republic of Uzbekistan Sh.Mirziyoyev[2]. The formation of human capital begins with the birth of a person and continues throughout life, and the first life phase begins at preschool age and the first community into which a person enters is the family. And if the parents' human capital is high, it helps the child to learn about the environment, contributes to the learning process, respectively, the child's social capital subsequently expands and allows him to establish good social ties in adulthood.

American sociologist Ronald Burt believed that social capital is a contextual complement to human capital, and the metaphor of social capital is that people who achieve better results somehow have better connections[3]. The largest Japanese entrepreneur, founder and former president of Sony, President of the Japan Association for Early Childhood Development, M. Ibuka writes that studies of brain physiology, on the one hand, and child psychology, on the other, have shown that the key to developing a child's mental abilities is his personal experience of cognition in the first three years of life, that is, during the development of brain cells. No child is born a genius, and no child is born a fool. It all depends on the stimulation and degree of brain development in the crucial years of a child's life. These are the years from birth to the age of three. It's too late to educate in kindergarten[4]. During preschool age, the musculoskeletal system, biochemical mechanisms, and all body subsystems are being formed as the basis of health and strength. At this age, the child learns the basics of culture and norms of communication - language, speech, basic life principles of behavior and communication. During the same period, the sensory world, psychomotor reactions and stability of the nervous system are formed[5].

Today, the Republic of Uzbekistan is making significant efforts to expand access to preschool education for children aged 3 to 6 years as part of broader

educational reforms. It should be noted that over the past five years, the number of preschool educational institutions has increased from 5,211 to 29,420. The State supports the education of children through a network of nurseries and kindergartens. There are government and commercial educational institutions. As of July 2023, 6,598 public, 833 private, 1,313 non-governmental pre-school educational institutions based on PPP and 20,676 family non-governmental pre-school educational organizations have been opened. Pre-school education coverage for children aged 3-7 reached 74%, and pre-school education coverage for six-year-olds reached 93%. Also, as a result of the construction of 438 new state preschool educational institutions, 60,335 were created, and 13,980 new places were created during the reconstruction of 2,064 preschool educational institutions. Within the framework of the Aklvoy project, 387 mobile groups have been formed in 142 mahallas of the republic, where there are no pre-school educational organizations, covering about 7 thousand children[6]. However, the expansion of preschool education services faces serious challenges, including accessibility for children with disabilities. There is a disparity in the availability of pre-school education services between urban and rural areas, with rural areas often having limited access. Thus, "the coverage of children with disabilities in kindergarten and school age is the lowest in Kashkadarya, Samarkand, Surkhandarya, and Tashkent regions." In the republic, 16.5 thousand such children do not go to school, 17.5 thousand do not go to kindergarten, and 11 thousand more children study in special boarding schools away from their parents[7]. The demand for childcare services exceeds supply in many regions, leading to long waiting lists in public kindergartens. In addition, the quality of services varies significantly from provider to provider. Public kindergartens often face problems related to financing, infrastructure, and staffing. There is a need for standardized training and professional development for preschool education workers to ensure consistent quality of care and education. **METHODOLOGY** In the article, the author relies on scientific research by American sociologist Ronald Burt on the relationship between social and human capital, the concept of the President of the Republic of Uzbekistan Sh.Mirziyoyev[8] on the development of human capital,

which is one of the seven priorities of the Development Strategy of Uzbekistan. The aim of the study is to analyze the level of pre-school education for children with disabilities and to study current models and providers of child care services. in the Republic of Uzbekistan. the main part Today, the problem of social orphanhood for children is People with disabilities are relevant for our republic, as the majority of children either do not attend preschool educational institutions or are left by their parents in specialized residential

institutions. According to the data of the Agency of Statistics under the President of the Republic of Uzbekistan and the National Agency for Social Protection under the President of the Republic of Uzbekistan, as of 2023, there are 161,901 thousand children with disabilities (Table.1) and compared to 2024, the number of children with disabilities increased by 6%. The largest number of children with disabilities was recorded in the Samarkand, Kashkadarya, Surkhandarya and Ferghana regions[9].

**Table 1**

**The number of children with disabilities in the Republic of Uzbekistan**

Regions	Total number of people with disabilities (2023)	Children with disabilities (2023)	Total number of people with disabilities (2024)	Children with disabilities (2024)
<b>Republic of Uzbekistan</b>	<b>941946</b>	<b>161 901</b>	<b>1 013 995</b>	<b>173 305</b>
Republic of Karakalpakstan	65110	10 426	67 822	10 731
<i>областу:</i>				
Andijan region	80624	14 965	87 053	16 373
Bukhara region	54713	6 041	59 192	6 479
Jizzakh region	39889	8 515	43 843	9 256
<b>Kashkadarya region</b>	<b>95284</b>	<b>19 359</b>	<b>105 910</b>	<b>20 705</b>
Navoi region	42936	6 654	46 961	7 542
Namangan region	75562	12 272	80 847	12 935
<b>Samarkand region</b>	<b>101632</b>	<b>19 779</b>	<b>108 490</b>	<b>20 547</b>
Surkhandarya region	76833	14 048	83 798	15 727
Syrdarya region	33719	5 888	37 627	6 331
Tashkent region	68801	10 582	74 358	11 472
<b>Ferghana region</b>	<b>88645</b>	<b>14 821</b>	<b>93 350</b>	<b>15 486</b>
Khorezm region	55656	9 735	60 007	10 398
The city of Tashkent	62542	8 816	64 737	9 323

The main purpose of child care is to ensure the safety of children while their parents are working. High-quality child care should be stimulating and exciting, as well as provide children with opportunities for playful learning and the development of physical, cognitive, and socio-emotional skills. Types of conditions: Child care can be provided in different settings and is called differently in different countries. Types of child care are generally divided into three categories: home care, center care, and family and other informal

arrangements. Home care: Broadly speaking, home care is divided into two types: - care provided by someone in the child's home, who is sometimes referred to as a babysitter or au pair.; - caring for a group of children in a guardian's home. Centralized care: Centers that provide care for young children are usually called day nurseries, kindergartens. Preschools and kindergartens can also perform such a child care function and will be considered if they are specifically designed to meet the needs of working parents. This

type of service delivery can be provided by various actors (including government, communities, parent cooperatives, employers, non-governmental organizations (NGOs), and religious organizations) and implemented through various models, including mobile nurseries and the use of spaces in informal workplaces.

Family and other informal arrangements: These are arrangements that place the responsibility for care on a family member. This type of care may or may not be rewarded. The study identified Agencies providing babysitter services from 1 to 7 years of age in Tashkent: the Agency "Family Service", the Babysitter center "Happy kids", the Recruitment Agency "Baby sitter", the Agency "NYANYA.UZ ", Single Family Service, Meri Poppins LLC. All agencies respond that they are ready to provide a specialist in caring for a child with a disability on the basis of a cooperation agreement and with a certain salary, which is too high and not affordable for the average statistical family. The private sector provides child care services from 6 months to 7 years, these are early training centers, private kindergartens with day care groups and accept children from 1 to 7 years old. Early childhood development centers and private kindergartens, nursery groups offer trial classes with the participation of parents whose services start from 600 thousand soums and above. It should be noted that the principles of inclusive education and new forms of support for children with disabilities have been introduced in the republic, including the state multidisciplinary specialized preschool organization with the Imkon rehabilitation center in the cities of Nukus, Karshi and Kibray district. Given the great need, admission to the Imcon rehabilitation center is carried out two months in advance.

In Kasansai district of Namangan region and Tailak district of Samarkand region, in 2021, the Ministry of Preschool and School Education, with the support of the World Bank, established Early Development Centers that provide preschool education for 4,200 children from poor families and with disabilities. The center operates in three directions: - the first model of home visits, in which 20 teachers travel to the homes of children living in remote mountainous areas and conduct on-site training; - the second model is playgroups, when classes are held in the very center; -

The third model concerns children in need of inclusive education. The World Bank also approved a concessional loan of \$100 million for the implementation of the Innovative Social Protection System for the Integration of Vulnerable Groups (INSON) project in Uzbekistan. The aim of the project is to improve access and quality of social services for people from vulnerable groups. The project will assist in the development of the legal and institutional foundations of the "care economy" sector in Uzbekistan. It will also help improve access to sought-after social services that are still unavailable to thousands of people, including senior citizens, people with disabilities, victims of domestic violence, and socially vulnerable children." [10]. It should be noted that the public organization "White Sail" carries out its activities in accordance with a project funded by the clinic of the International Indian-Uzbek Clinic "Eurosun Healthcare". The purpose of which is to support preschool children to help them adapt to society and provide medical care free of charge, preference is given to children with disabilities. Today, there are private inclusive kindergartens in the republic, the cost of which starts from 5 million and above, and correctional centers within the network of these kindergartens. In the Republic of Uzbekistan, along with the private sector, the state, in accordance with Resolution No. 46 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 25, 2024 "On measures to organize education for children with special educational needs and improve their rehabilitation system" [11] Gamkhurlik groups have been organized for children from 3 to 7 years old in state multidisciplinary specialized preschool educational organizations in order to provide care and education for children with special educational needs for a short period of time (up to 4 hours), Those who have not been accepted into specialized educational institutions are provided free of charge to facilitate their adaptation to society. conclusions. Thus, in the segment of preschool education for children with disabilities, there are providers of child care services, and this is mainly the private sector, which provides comprehensive care depending on the potential and development of the child himself. In this regard, the issues raised by the President of the country at a conference call on the analysis of the work done in the field of social

protection and priorities for 2025 remain relevant[7]: In order to reduce social orphanhood and develop inclusive education, it is a priority for children in residential institutions to support the State and subsidize the process of opening day care groups. Accordingly, this requires the creation of a separate program and an individual child's card for caring for a child with a disability in day care. until February 1, 2025, the opening of inclusive educational groups in kindergartens, one in each district with the involvement of the private sector. To implement this form of education, it is necessary to develop a procedure for who can provide services and under what conditions, since working with children with disabilities requires experience and understanding and a wide range of specialists. Also, to improve the process of providing child care services, it is proposed: create an electronic platform through [edo.gov.uz](http://edo.gov.uz) where parents will be able to familiarize themselves not only with the list of existing private and public and inclusive kindergartens, but also with early development centers with brief information about the cost and capabilities of the service center; expand the range of services provided by qualified child care services from 0 to 3 years old.

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