



# **ADVANTAGES AND PROBLEMS OF IMPLEMENTING QUALITY INDICATORS IN PRESCHOOL EDUCATION**

Mutalova Dilnoza Abdurashidovna

Associate Professor of the Department of "Theory and Practice of  
Preschool and Primary Education", Ph.D. (PhD)

Chirchik State Pedagogical University

d.mutalova@cspu.uz

<https://orcid.org/0000-0001-6836-8301>

## **Abstract**

This article examines the advantages and problems of implementing quality indicators in preschool education. The study focuses on the role of quality indicators in improving educational management, strengthening pedagogical accountability, supporting children's holistic development, and ensuring the effectiveness of curriculum implementation. In preschool education, quality indicators are not limited to administrative control; they serve as a methodological tool for assessing the learning environment, teacher competence, child-centered approaches, family cooperation, health and safety conditions, and developmental outcomes. The article highlights that the effective use of quality indicators allows preschool institutions to identify strengths and weaknesses, plan targeted improvements, and enhance the professional culture of teachers. At the same time, the implementation of such indicators may face several problems, including formalism in assessment, insufficient methodological training of educators, lack of unified monitoring mechanisms, limited material resources, and difficulties in measuring children's individual developmental progress. The article argues that quality indicators should be flexible, pedagogically grounded, age-appropriate, and adapted to the specific context of preschool education. The research emphasizes the need for a balanced approach that combines quantitative data with qualitative pedagogical observation. The findings may be useful for preschool education specialists, researchers, teacher trainers, and educational managers seeking to improve the quality of early childhood education through systematic evaluation mechanisms.



**Keywords:** Preschool education, quality indicators, educational environment, teacher competence, curriculum assessment, monitoring, child development, pedagogical evaluation.

## **Introduction**

### **MAKTABGACHA TA'LIM YO'NALISHIDA SIFAT INDIKATORLARINI JORIY ETISHNING AFZALLIKLARI VA MUAMMOLARI**

Mutalova Dilnoza Abdurashidovna

Chirchiq davlat pedagogika universiteti "Maktabgacha va boshlang 'ich ta'lim nazariyasi va amaliyoti" kafedrasida dotsenti, p.f.f.d. (PhD)

d.mutalova@cspu.uz

<https://orcid.org/0000-0001-6836-8301>

## **Annotatsiya**

Mazkur maqolada maktabgacha ta'limda sifat ko'rsatkichlarini joriy etishning afzalliklari va muammolari tahlil qilinadi. Tadqiqotda sifat ko'rsatkichlarining ta'lim boshqaruvini takomillashtirish, pedagogik mas'uliyatni kuchaytirish, bolalarning har tomonlama rivojlanishini qo'llab-quvvatlash hamda o'quv dasturlari samaradorligini ta'minlashdagi o'rni yoritiladi. Maktabgacha ta'limda sifat ko'rsatkichlari faqat ma'muriy nazorat vositasi emas, balki ta'lim muhiti, pedagoglar kompetentligi, bolaga yo'naltirilgan yondashuv, oila bilan hamkorlik, sog'liq va xavfsizlik sharoitlari hamda rivojlanish natijalarini baholashga xizmat qiluvchi metodik mexanizm sifatida qaraladi. Maqolada sifat ko'rsatkichlaridan samarali foydalanish maktabgacha ta'lim tashkilotlarining kuchli va zaif tomonlarini aniqlash, maqsadli takomillashtirish choralarini belgilash hamda pedagoglarning kasbiy madaniyatini rivojlantirish imkonini berishi asoslanadi. Shu bilan birga, baholashdagi rasmiyatchilik, pedagoglarning metodik tayyorgarligi yetarli emasligi, yagona monitoring mexanizmlarining to'liq shakllanmaganligi, moddiy resurslar cheklanganligi va bolalarning individual rivojlanish dinamikasini o'lchashdagi murakkabliklar muammo sifatida ko'rsatiladi. Tadqiqotda sifat ko'rsatkichlari moslashuvchan, pedagogik jihatdan asoslangan va maktabgacha yosh xususiyatlariga muvofiq bo'lishi zarurligi ta'kidlanadi.

**Kalit so‘zlar:** maktabgacha ta’lim, sifat ko‘rsatkichlari, ta’lim muhiti, pedagog kompetentligi, o‘quv dasturini baholash, monitoring, bola rivojlanishi, pedagogik baholash.

### **Аннотация**

В данной статье анализируются преимущества и проблемы внедрения показателей качества в дошкольном образовании. В исследовании раскрывается роль показателей качества в совершенствовании образовательного управления, усилении педагогической ответственности, поддержке всестороннего развития детей и обеспечении эффективности реализации учебных программ. В дошкольном образовании показатели качества рассматриваются не только как средство административного контроля, но и как методический механизм оценки образовательной среды, компетентности педагогов, личностно ориентированного подхода, сотрудничества с семьей, условий здоровья и безопасности, а также результатов развития детей. В статье обосновывается, что эффективное использование показателей качества позволяет дошкольным образовательным организациям выявлять сильные и слабые стороны, планировать целевые меры совершенствования и развивать профессиональную культуру педагогов. Вместе с тем внедрение таких показателей может сопровождаться рядом проблем, среди которых формализм в оценке, недостаточная методическая подготовка педагогов, отсутствие полностью сформированных единых механизмов мониторинга, ограниченность материальных ресурсов и трудности измерения индивидуальной динамики развития детей. В исследовании подчеркивается, что показатели качества должны быть гибкими, педагогически обоснованными, соответствующими возрастным особенностям детей и адаптированными к специфике дошкольного образования.

**Ключевые слова:** дошкольное образование, показатели качества, образовательная среда, компетентность педагога, оценка учебной программы, мониторинг, развитие ребенка, педагогическая оценка.



## **Introduction**

Preschool education is one of the most important stages of continuous education, because it creates the initial foundation for a child's intellectual, social, emotional, moral, communicative and physical development. At this stage, the child begins to understand the surrounding world, acquire basic social experience, develop speech, express emotions, communicate with peers and adults, and form primary learning motivation. Therefore, the quality of preschool education cannot be assessed only by the availability of buildings, teaching materials or formal documentation. It should be evaluated through a wider system of indicators that reflects the real developmental conditions created for children, the professional competence of educators, the effectiveness of curriculum implementation and the degree of cooperation between preschool institutions and families.

In modern pedagogical practice, quality indicators are considered an essential mechanism for managing and improving the educational process. They allow preschool organizations to move from general assumptions about quality to more concrete, observable and measurable criteria. Such indicators may include the safety and richness of the educational environment, the child-centered nature of pedagogical interaction, the methodological preparedness of teachers, the accessibility of developmental materials, the organization of play-based learning, the inclusion of children with different needs, health protection, parental involvement and monitoring of children's progress. When these indicators are properly designed and used, they help educational managers and teachers identify achievements, detect weaknesses, plan corrective measures and improve the overall effectiveness of preschool education.

The implementation of quality indicators is especially relevant for the preschool education system of Uzbekistan, where attention to early childhood development, modernization of educational content and improvement of teacher training has increased in recent years. The development of preschool education requires not only expansion of coverage, but also improvement of pedagogical quality. A preschool organization may formally function according to established requirements, but the real quality depends on how children feel in the educational environment, how actively they participate in learning activities, how teachers communicate with them, and how the curriculum supports their holistic development. For this reason, the introduction of quality indicators serves as a



practical tool for connecting state requirements, institutional management and everyday pedagogical practice.

At the same time, the process of implementing quality indicators is not free from difficulties. In some cases, assessment may become formal and focus mainly on reports, checklists and external compliance rather than real pedagogical improvement. Teachers may experience difficulties in understanding how to use indicators in daily practice, especially when they lack methodological support or professional development opportunities. Another problem is related to the complexity of measuring children's development, since preschool-age children develop at different rates and their progress cannot always be expressed through simple numerical results. In addition, differences in material resources, group size, staff qualification and family participation may affect the reliability and fairness of quality assessment.

Thus, the study of the advantages and problems of implementing quality indicators in preschool education is both theoretically and practically significant. A scientifically grounded system of indicators can strengthen educational management, support teachers' professional growth and improve conditions for children's development. However, such indicators must be flexible, age-appropriate, context-sensitive and focused on real improvement rather than mechanical control. This article analyzes the pedagogical value of quality indicators, the challenges of their implementation and the conditions necessary for their effective use in preschool education.

## **METHODS**

The methodological basis of this study is formed by a qualitative and analytical approach aimed at examining the advantages and problems of implementing quality indicators in preschool education. Since the topic is connected with pedagogical quality, child development, teacher competence and institutional management, the research is based on the integrated analysis of educational conditions rather than on the assessment of one isolated factor. Quality indicators are considered as a system of interrelated criteria that help evaluate how effectively a preschool institution organizes the educational environment, supports children's holistic development, implements the curriculum and improves teachers' professional activity.



The study uses theoretical analysis, comparative analysis, pedagogical observation, document review and generalization of educational practice. Theoretical analysis is applied to examine scientific views on preschool education quality, developmental pedagogy, child-centered learning, curriculum evaluation and teacher professional competence. This method makes it possible to clarify the conceptual meaning of quality indicators and to determine their role in the modernization of preschool education. Comparative analysis is used to compare different approaches to quality assessment, including structural indicators, process indicators and developmental outcome indicators. Structural indicators include material conditions, group size, availability of teaching resources, safety requirements and staff qualification. Process indicators reflect the quality of interaction between teacher and child, the organization of play-based learning, the emotional climate of the group and the level of children's active participation. Developmental indicators are related to children's speech, cognitive, social-emotional, creative and physical growth.

Pedagogical observation is used as an important method for identifying the practical expression of quality indicators in preschool institutions. Through observation, attention is paid to how children use the educational environment, how teachers organize activities, how communication takes place, how children are encouraged to ask questions, solve simple problems, cooperate with peers and express their ideas. Observation also helps reveal whether assessment indicators are used as a real tool for improvement or only as a formal requirement. In preschool education, direct observation is especially important because children's development cannot be fully understood only through written reports or statistical data.

Document review is applied to analyze curriculum materials, daily and weekly planning, teacher records, developmental monitoring documents, institutional reports and methodological recommendations. This method allows the study to determine whether quality indicators are reflected in curriculum planning and whether pedagogical activities correspond to the declared educational goals. Special attention is given to the consistency of curriculum content, its relevance to preschool children's age characteristics, the integration of learning areas and the balance between guided activities and free play.

The study also relies on the generalization of practical experience in preschool education. This includes identifying common advantages such as better planning,

increased accountability, improved teacher reflection and clearer educational goals. At the same time, the method helps reveal common problems, including excessive paperwork, insufficient teacher training, unequal material resources, difficulties in measuring individual progress and the risk of formalized assessment. The collected and analyzed materials are interpreted from the perspective of pedagogical usefulness. Therefore, the main criterion in the study is not only whether quality indicators exist, but whether they contribute to the real improvement of children's development, teacher competence and the educational environment.

## **RESULTS**

The results of the study show that the implementation of quality indicators in preschool education has a significant positive effect on the organization, monitoring and improvement of the educational process. When quality indicators are clearly defined and pedagogically grounded, they help preschool institutions understand what aspects of their work need to be observed, analyzed and improved. Instead of relying only on general impressions or formal reports, educators and administrators can use specific criteria to evaluate the educational environment, teacher-child interaction, curriculum implementation, children's participation and cooperation with families. This makes quality management more systematic and purposeful.

One of the main advantages identified in the study is that quality indicators create a clearer understanding of educational goals. In preschool education, the result of pedagogical work is not always immediately visible, because children's development occurs gradually and individually. Quality indicators help teachers focus on important developmental areas such as speech, communication, emotional stability, social behavior, curiosity, creativity, motor activity and self-care skills. As a result, pedagogical planning becomes more connected with children's real needs and developmental opportunities. Teachers begin to observe children more attentively, record changes in their behavior and adapt activities according to their interests and abilities.

Another important result is that quality indicators strengthen the professional responsibility of educators. When teachers understand the criteria used to assess the quality of their work, they become more reflective in organizing activities, selecting methods and communicating with children. The use of quality indicators



encourages educators to analyze whether their lessons are child-centered, whether play is used effectively, whether children are actively involved, and whether the learning environment supports independent exploration. This contributes to the development of professional culture and methodological competence among preschool teachers.

The study also shows that quality indicators support institutional management. Preschool administrators can use assessment results to identify strong and weak aspects of the organization. For example, indicators may reveal that the educational environment is well equipped, but teachers need additional training in individualization or inclusive approaches. In another case, the curriculum may be properly planned, but cooperation with parents may remain weak. Thus, quality indicators help make management decisions more evidence-based and practical. They also support the planning of professional development, resource allocation and internal monitoring.

At the same time, the results reveal several problems in implementing quality indicators. One of the most common problems is the risk of formalism. In some cases, indicators may be perceived as an administrative requirement rather than as a tool for pedagogical improvement. This can lead to excessive paperwork, mechanical completion of checklists and superficial reporting. Another problem is the insufficient methodological preparedness of some educators. If teachers do not fully understand the meaning of indicators, they may find it difficult to connect them with daily practice.

The study also identifies difficulties in measuring children's developmental progress. Preschool children develop at different rates, and their achievements are often expressed through behavior, play, communication and emotional reactions rather than through standardized academic results. Therefore, quality assessment should not rely only on numerical data. It should combine observation, qualitative description, developmental records and professional judgment. The results confirm that quality indicators are effective only when they are flexible, child-centered, context-sensitive and used for real improvement rather than formal control.

## **Discussion**

The implementation of quality indicators in preschool education should be understood not only as a technical assessment procedure, but also as a



pedagogical mechanism that influences the culture of educational practice. In preschool education, quality is closely connected with the everyday experiences of children: how they communicate, play, move, explore, ask questions, express emotions and interact with adults. Therefore, indicators must reflect the real conditions of child development rather than only formal institutional requirements. If quality indicators are designed only for administrative reporting, they may lose their developmental meaning and become a source of additional documentation. However, when they are connected with pedagogical goals, they help teachers and managers understand what should be improved in the educational process.

One of the central issues in the discussion of quality indicators is the balance between measurable criteria and qualitative observation. Preschool children's development cannot be fully measured by numerical indicators, because their progress is individual, dynamic and often expressed through play, behavior, speech, curiosity and social interaction. For this reason, the assessment system should include both observable criteria and descriptive pedagogical analysis. For example, the presence of teaching materials in a group room is a structural indicator, but it does not automatically prove that the environment is developmental. The real quality depends on whether children can use these materials independently, whether teachers guide exploration without excessive control, and whether activities stimulate thinking, speech and creativity.

Teacher competence is another important factor in the successful use of quality indicators. Even the most carefully developed indicators will not produce positive change if teachers do not understand their pedagogical meaning. Educators need methodological training that explains how to use indicators in planning, observation, reflection and cooperation with parents. In this regard, quality indicators should not be imposed as external control alone. They should become part of teachers' professional development. When educators use indicators to analyze their own work, they begin to notice the strengths and weaknesses of their practice more clearly. This supports reflective thinking and improves the quality of interaction with children.

The discussion also shows that the implementation of quality indicators requires contextual sensitivity. Preschool institutions may differ in material resources, group size, staff experience, location, family participation and access to methodological support. If the same indicators are applied mechanically to all



institutions without considering these differences, assessment may become unfair or ineffective. Therefore, a common framework of quality indicators should be combined with flexible application. The main purpose should be not to compare institutions superficially, but to help each organization identify its own development trajectory.

Another problem is the possible contradiction between accountability and pedagogical freedom. Quality indicators are useful because they create clear expectations and increase responsibility. At the same time, preschool education requires creativity, emotional sensitivity and responsiveness to children's spontaneous interests. If indicators become too rigid, teachers may focus on fulfilling formal criteria instead of responding to children's real needs. Thus, the assessment system should encourage professional initiative rather than limit it. Indicators must guide pedagogical practice, but they should not replace the educator's professional judgment.

In the context of preschool education in Uzbekistan, the implementation of quality indicators can support modernization, improve internal monitoring and strengthen the connection between state requirements and everyday educational practice. However, this process requires systematic methodological support, regular teacher training, improvement of documentation culture and development of practical tools for observing children's progress. The most effective approach is one in which quality indicators serve as a means of development, reflection and improvement. In this case, assessment becomes not a formal inspection, but a constructive process aimed at creating better conditions for every child's growth.

## **Conclusion**

The implementation of quality indicators in preschool education is an important condition for improving the effectiveness, transparency and developmental orientation of the educational process. Preschool education is not limited to preparing children for school; it is a complex pedagogical stage that supports the formation of speech, thinking, communication, emotional stability, creativity, independence and social behavior. For this reason, quality in preschool education should be assessed through a broad system of indicators that reflects the real conditions created for children's holistic development. Such indicators help educators, administrators and policymakers understand whether the educational



environment, teacher competence, curriculum content and family cooperation are truly serving the needs of preschool-age children.

The analysis shows that quality indicators have several significant advantages. They make the assessment process more systematic, help identify strengths and weaknesses in preschool institutions, improve pedagogical planning and support evidence-based management decisions. Through quality indicators, teachers can better understand the developmental goals of their work and connect daily activities with children's real needs. Indicators also encourage professional reflection, because educators begin to evaluate not only what they teach, but also how children participate, communicate, explore and develop during the educational process. In this sense, quality indicators can become a practical instrument for improving pedagogical culture and strengthening responsibility for children's development.

At the same time, the study confirms that the implementation of quality indicators is connected with a number of problems. The most serious risk is formalism, when indicators are used mainly for reports, inspections and administrative control rather than for meaningful pedagogical improvement. In such cases, assessment may increase paperwork without changing the real quality of education. Another important problem is insufficient methodological preparedness of teachers. If educators do not clearly understand the meaning of quality indicators, they may apply them mechanically and fail to connect them with observation, planning, individualization and curriculum implementation. Limited resources, differences between institutions, large groups and weak cooperation with families may also reduce the effectiveness of quality assessment.

The findings indicate that quality indicators in preschool education should be flexible, child-centered, age-appropriate and context-sensitive. They should combine quantitative information with qualitative pedagogical observation, because preschool children's development cannot be fully measured by numerical data alone. Their progress is expressed through play, speech, curiosity, emotional reactions, cooperation and daily behavior. Therefore, assessment should respect the individual pace of each child and avoid excessive standardization. The main purpose of quality indicators should not be to rank institutions mechanically, but to support continuous improvement and create better developmental conditions for children.

For preschool education in Uzbekistan, the use of quality indicators can contribute to the modernization of educational practice, improvement of teacher training and strengthening of internal monitoring. However, this requires methodological support, clear assessment tools, professional development programs and a constructive attitude toward evaluation. Quality indicators will be effective only when they are understood as a means of development rather than punishment or control. Thus, the successful implementation of quality indicators depends on the balance between state requirements, institutional responsibility, teacher professionalism and the real developmental needs of children.

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