



DISCIPLINE AS A SOCIAL EVENT AND PEDAGOGICAL PROCESS: THE STATUTE OF PRE-SCHOOL EDUCATION IN UZBEKISTAN AND ITS ROLE IN CHILD UPBRINGING

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Abstract. *This thesis explores discipline in early childhood education as a key pedagogical process shaped by Uzbek cultural values like respect, responsibility, and cooperation. It highlights the influence of Uzbekistan's preschool education statute in promoting positive, child-centered discipline while discouraging punitive methods. The study emphasizes collaboration between educators and families in applying consistent and developmentally appropriate approaches.*

Keywords: *Discipline, pedagogical process, positive discipline, early childhood education, Uzbekistan statute, child upbringing, social construct, teacher-parent collaboration.*

Thesis Statement:

This thesis explores how discipline functions not only as a means of behavioral control but also as a vital pedagogical process in early childhood education in Uzbekistan. It emphasizes the social dimension of discipline and investigates how the national statute on preschool education shapes and regulates disciplinary practices, contributing to the holistic development of children.

Key Points:

- Discipline as a Social Construct:

Discipline is viewed as a socially and culturally embedded concept that reflects broader societal values. In the context of Uzbekistan, it aligns with the principles of respect, responsibility, and cooperation emphasized in traditional upbringing.

- Pedagogical Role of Discipline:

In preschool settings, discipline serves as an educational tool that fosters emotional self-regulation, social skills, and moral development in children, rather than simply enforcing obedience.

- Statute of Preschool Education in Uzbekistan:





The legal framework outlines the responsibilities of educators and institutions in creating nurturing, structured environments. It promotes positive discipline methods, discourages punitive approaches, and supports child-centered pedagogy.

- **Integration in Curriculum and Daily Practice:**

The statute guides how discipline should be integrated into daily routines, interactions, and learning activities, ensuring that it supports rather than hinders child development.

- **The Role of Educators and Families:**

Teachers and parents are key agents in implementing disciplinary approaches consistent with both the statute and the pedagogical goals of preschool education, emphasizing cooperation between educational institutions and families.

International Perspectives and Comparative Insights:

Uzbekistan's approach to discipline in early childhood education reflects a growing global shift toward positive discipline strategies. Countries such as Sweden, Canada, and Japan also emphasize social-emotional learning, conflict resolution, and mutual respect in preschool environments. Comparative analysis shows that nations with strong legislative support for child-centered education tend to report higher levels of student engagement and emotional well-being. Drawing from these international practices, Uzbekistan can further refine its own preschool education framework by integrating global innovations while preserving its cultural identity. This hybrid model of localized yet globally informed discipline practices can ensure both developmental appropriateness and cultural relevance in raising future generations.

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Conclusion:

Discipline in early childhood education in Uzbekistan is a dynamic interplay of social expectations and pedagogical intentions. The preschool education statute plays a crucial role in institutionalizing child-friendly, developmentally appropriate discipline practices that nurture responsible and well-rounded individuals.

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