
CONFERENCE ARTICLE

THE IMPORTANCE AND FUNCTIONS OF PR ACTIVITIES IN THE PRESCHOOL EDUCATION SYSTEM

Ramanova Gulnoza Ibragimovna

Senior Lecturer at Department of Public Relations named after Tugon and Qudrat Ernazarov at University of Journalism and Mass Communications of Uzbekistan

ABSTRACT

This thesis examines the importance and core functions of public relations activities in the preschool education system. In the context of educational modernization, demographic growth, and increasing public expectations toward educational institutions, preschool organizations are required not only to provide quality educational and upbringing services, but also to establish stable, transparent, and trust-based communication with parents, local communities, media, and state institutions. The purpose of the study is to substantiate the role of PR in strengthening the social reputation, openness, and institutional effectiveness of preschool education organizations. The study argues that PR in preschool education should be understood not as a narrow promotional tool, but as a strategic communication mechanism that supports public trust, parental engagement, institutional image, crisis response, and feedback-based development. The findings show that effective PR activity contributes to the formation of a positive educational environment, improves cooperation between educators and families, and increases the visibility and accountability of preschool institutions. The research concludes that PR has become an integral component of the management and sustainable development of the preschool education system.

KEYWORDS

Public relations, preschool education, communication management, institutional image, parental engagement, educational reputation, public trust, educational administration, preschool organizations, media communication.

INTRODUCTION

Preschool education is one of the most socially significant stages of the education system because it lays the foundation for children's cognitive, emotional, communicative, and social development. Contemporary international reports emphasize that early childhood care and education has long-term influence on educational and social outcomes, which makes the quality and accessibility of preschool services a strategic public concern. In Uzbekistan, the preschool sector has received sustained policy attention through the Law "On Preschool Education and Upbringing," the Concept for the Development of the Preschool Education System until 2030, and subsequent reforms aimed at improving governance, access, and quality.

Under these conditions, the activity of preschool institutions can no longer be limited to internal pedagogical work alone. They must also communicate clearly with parents, demonstrate openness to society, explain their educational mission, and maintain public confidence. This requirement increases the relevance of PR activities. In the educational sphere, PR should not be reduced to publicity or advertising. It performs broader tasks: informing, building trust, establishing dialogue, preventing reputational risks, and creating a favorable social perception of the institution. In preschool education, these functions are especially important because parents are not only service users but also direct participants in the child's developmental environment.

The purpose of this article is to analyze the importance and functions of PR activities in the preschool education system and to reveal their role in improving institutional effectiveness, public trust, and communication quality.

The research is based on qualitative methodology and uses theoretical analysis, synthesis, interpretation, and comparison. Scientific works on public relations, educational management, and communication theory were analyzed together with legal and policy documents regulating the preschool education system. The study also draws on conceptual approaches to relationship management in PR, according to which communication is viewed as a process of balancing institutional goals with public expectations.

The methodological framework combines educational management and communication studies. This makes it possible to interpret PR in preschool education not only as an informational activity, but also as a strategic managerial resource. The materials were examined in order to identify the main directions in which PR contributes to preschool institutions' effectiveness and public legitimacy.

The study shows that PR activities in the preschool education system perform an important integrative role between the institution and its social environment. Their importance is first of all connected with the need to establish trust. Parents entrust preschool organizations with children at a highly sensitive stage of development, so their perception of safety, professionalism, care, and openness directly affects the institution's authority. In this context, PR serves as a mechanism for making the institution understandable and socially reliable.

The research also indicates that PR performs an important explanatory function. Preschool education often involves pedagogical methods, developmental routines, and psychological approaches that may not be fully understood by

parents. Effective communication helps explain why certain activities are used, how child development is supported, and what role the family should play in reinforcing educational outcomes at home. In this sense, PR helps transform parents from passive observers into informed partners.

A further important function of PR is feedback organization. Communication in preschool education cannot be one-sided. Families need channels through which they can ask questions, express concerns, and evaluate institutional work. When feedback is collected and interpreted professionally, it becomes a source of managerial improvement. Thus, PR contributes not only to information distribution but also to institutional self-correction and development.

The findings additionally show that PR has a protective and preventive role in crisis situations. Any conflict, misunderstanding, safety concern, or negative media coverage can quickly damage trust in a preschool institution. In such cases, timely, accurate, and ethically responsible communication is decisive. PR therefore functions as an instrument of risk reduction and reputational stability.

The results confirm that PR activities in preschool education should be viewed as a strategic management function rather than an auxiliary communication practice. Classical PR scholarship has long treated public relations as a process of building mutual understanding and managing relationships between organizations and their publics. This understanding is particularly applicable to preschool education, where emotional trust, family participation, and social reputation are inseparable from institutional quality.

In practical terms, the preschool system requires PR because modern educational governance is becoming more open, accountable, and community-oriented. Policy reforms in Uzbekistan aimed at improving preschool education and administration also imply stronger communication with society and more transparent institutional functioning. This means that preschool organizations must develop communication competence alongside pedagogical competence.

The discussion also suggests that PR in preschool education has a distinct ethical dimension. Since the institution works with young children, communication must be especially responsible, respectful, and human-centered. PR should not create artificial attractiveness detached from reality; instead, it should reflect authentic educational values, support confidence, and facilitate cooperation. The more accurately communication corresponds to the actual educational environment, the more sustainable the institution's reputation becomes.

The study has demonstrated that PR activities occupy an important place in the preschool education system because they ensure communication between the institution and society, strengthen parental trust, support institutional image, and create conditions for transparent and responsive management. In preschool education, PR is not limited to informing the public; it performs broader functions of explanation, dialogue, feedback collection, reputation building, and crisis communication.

The effectiveness of preschool institutions increasingly depends not only on pedagogical content, but also on how clearly and responsibly they communicate their mission, values, and results. For this reason, PR should be considered an essential component of preschool education management. Its consistent development can contribute to stronger family engagement, better public understanding of preschool education, and greater social confidence in educational institutions. In this sense, PR becomes not an external supplement to preschool education, but one of the mechanisms supporting its sustainable development.

References

1. Закон Республики Узбекистан «О дошкольном образовании и воспитании» // Национальная база данных законодательства Республики Узбекистан.

— 15.11.2021.

2. О Концепции развития системы дошкольного образования Республики Узбекистан до 2030 года : Постановление Президента Республики Узбекистан № ПП-4312 от 08.05.2019 // Национальная база данных законодательства Республики Узбекистан.
3. О мерах по совершенствованию системы государственного управления в сфере дошкольного и школьного образования : Указ Президента Республики Узбекистан № УП-98 от 02.07.2024 // Национальная база данных законодательства Республики Узбекистан.
4. О мерах по дальнейшему совершенствованию системы дошкольного образования и воспитания : Указ Президента Республики Узбекистан № УП-19 от 05.02.2026 // Национальная база данных законодательства Республики Узбекистан.
5. Cutlip, S. M., Center, A. H., Broom, G. M. *Effective public relations*. — 8th ed. — Upper Saddle River, NJ : Prentice Hall, 1999.
6. Broom, G. M. Cutlip and Center's *effective public relations*. — 10th ed. — Upper Saddle River, NJ : Pearson, 2009.
7. Grunig, J. E., Grunig, L. A. *Excellence theory in public relations: Past, present, and future* // *Public relations research: European and international perspectives and innovations* / ed. by B. van Ruler, A. Tkalac Verčič, D. Verčič. — Wiesbaden : VS Verlag für Sozialwissenschaften, 2008. — P. 327–347.
8. UNESCO. *Global report on early childhood care and education*. — Paris : UNESCO, 2025.