

UTILIZING FOREIGN EXPERIENCE IN HIGHER EDUCATION INSTITUTIONS

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Annotation:

This article discusses the issue and solution of ensuring the quality of training in higher education institutions and improving the quality of education and monitoring in current higher education institutions based on foreign experiences. It suggests the importance of incorporating international expertise and practices into educational institutions at the higher education level. This can be achieved by adopting and adapting foreign experiences, methods, and approaches to enhance the quality of education and provide students with a global perspective.

Keywords: country, education, experience, upbringing, student, foreign experience, education inspection, structure, international assessment.

Introduction

The article discusses the issue of improving the quality of education in higher education institutions by utilizing foreign experiences in utilizing human capital, innovation, digital management systems, and communication tools. The challenges in training pedagogical personnel have led to a decline in the quality of human capital, which hinders the development of the education system. The lack of a specialized system for enhancing education in Uzbekistan, a lack of material and technical resources and innovation, and the integration of Higher Education Institutions (HEIs) that train highly qualified professional pedagogical personnel with institutions for skill development and retraining are among the problems that hinder the development of education in Uzbekistan. Pedagogical personnel training institutes are significant for shaping the national human capital to prepare educated citizens for the country's future and for the development of teaching ethics, advancement, and support to the next generation.

In recent years, the quality of pedagogical staff in all stages of the education system in several countries (even in developing countries) has been scrutinized. In Uzbekistan, it is necessary to fill vacancies for pedagogical personnel, including the requirements for pedagogical personnel in public schools. There are specific issues related to the training of teachers in certain subjects (primary education, Russian language and literature, English language, mathematics, computer science, chemistry) in the national education system.

Materials and Methods

In 2020, the President of Uzbekistan issued a decree (PQ-4623) outlining measures to enhance the pedagogical education system, promote the use of modern science and pedagogical technology, produce highly qualified professionals to increase economic and social development in the country, train professional pedagogical personnel, and aim to integrate the professional pedagogical personnel retraining institutions with HEIs. Additionally, one of the significant tasks set in the "Strategy for the Development of Uzbekistan for 2022-2026" is to reform the education system to suit the new needs of society, enhance its responsiveness to changing socio-economic conditions, and transform the educational paradigm.

The quality of pedagogical training has been influenced by the Finnish model, which is discussed in the article. President Shavkat Mirziyoyev announced the development of textbooks under the "State Standards" for primary schools in Sirdaryo and a proposal to introduce the Finnish educational system in 48 schools in Qashqadaryo. In Finland, a strict selection process is required to become a schoolteacher. Only 12% of the best graduates in pedagogical disciplines are employed in schools. Another issue is training teacher specialists for the labor market, which has been a problem in some foreign countries. In Uzbekistan, the course of pedagogical education has provided a broad range of employability options for graduates beyond the teaching profession. In European countries, general pedagogical institutions do not exist; instead, universities have higher education for teacher education.

The quality of education in Finland is renowned worldwide, where the students out-perform globally, according to 18 years of data collected by the Organization for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA). Finland's student's creativity and ability to think independently have been found lacking in Asian countries. Still, Uzbekistan's students suffer from poor memory and anxiety and difficulty associating themselves with their education. While PISA achieves remarkable results in mathematical problem-solving, many experts claim that focusing excessively on these subjects has blinded policymakers to the essential aspects of education. The most recent report from PISA also spotlighted radical variances in academic performance related to socio-economic circumstances, with the gap between the highest and the lowest performing students higher in some developed countries than in most developing ones.

The Decree PQ-4623, issued by the President of the Republic of Uzbekistan on February 27, 2020, titled "Measures to Further Develop the Field of Pedagogical Education," emphasizes the importance of enhancing the field of pedagogical education, incorporating modern knowledge and pedagogical technologies, and producing highly skilled specialists who contribute to the social and economic development of our country. The main objective is to provide professional pedagogical personnel to improve the quality of education and implement relevant educational technologies.

The "Development Strategy of Uzbekistan for 2022-2026" also addresses this subject and outlines several crucial tasks. Currently, there is a significant importance placed on reforming the education system, namely pedagogical education, in accordance with the new demands of society, rapidly changing socio-economic conditions, and the transformation of the education paradigm. The pedagogical education system in Uzbekistan is in need of competent improvement. In this regard, one of the positive aspects of the Uzbek pedagogical education system is the Methods Section.

In Uzbekistan, even if a graduate of pedagogical education does not practice their profession in a stable economic situation and a well-developed labor market, they have a wide opportunity to continue their activities in other fields with their diploma. This is in line with the requirements and changes of the labor market, particularly in terms of graduates from American pedagogical higher education institutions who specialize in various fields and prepare teacher-specialists in some subjects.

In recent times, there has been much discussion about the Finnish experience in education in Uzbekistan. Initially, during his visit to the Sirdaryo region, President Shavkat Mirziyoyev announced the development of textbooks based on "Finnish standards" for primary schools, describing it as "Finnish education being competitive in Europe and the world as a whole." Later, during a meeting focused on the development of the Qashqadaryo region, a memorandum was presented to implement the Finnish education system in 48 schools of the region, starting from the upcoming academic year.

Becoming a teacher in Finland requires rigorous selection: only the top 12% of graduates in pedagogical specialties are recruited for teaching positions in schools. Another remarkable aspect of the Finnish education system is the emphasis on teaching in small groups, which undoubtedly contributes to the high quality of education. The success of school education in the country is also attributed to the system supporting and empowering students. Notably, Finland outperforms other European countries in terms of the number of social workers and psychologists per capita in the overall economy.

According to the website of the Ministry of Education and Culture of Finland, their education system consists of several components. Compulsory education, which includes primary education, is free of charge and funded by the state. It is followed by a one-year mandatory preparatory phase, which is also free. It is worth mentioning that Uzbekistan has also proposed a one-year mandatory preparatory phase for primary education in line with the "Education Act."

Results and Discussion

Higher education can be obtained at universities that prioritize academic research or at universities that have a more practical approach, based on hands-on disciplines. After completing secondary education and Vocational Education and Training (VET), education is divided into bachelor's, master's, licentiate (an intermediate level between master's and doctoral degrees), and doctoral programs.

The concept of "achievement in education" was first introduced in the year 2000, when the results of the Programme for International Student Assessment (PISA) were announced, which evaluated students' performance in education. Finland ranked first among 32 countries participating in the study of educational proficiency, scoring 546 points (with an average score of 500). It ranked fifth in mathematical proficiency (after Hong Kong, Japan, South Korea, and New Zealand) with a score of 536, and fourth in natural sciences proficiency (following South Korea, Japan, and Hong Kong). Although subsequent PISA cycles have shown a tendency for results to decline and for Asian countries (such as Shanghai, Hong Kong, Taiwan, Singapore, Japan, and South Korea) to rank higher, Finland has consistently maintained a top position.

Finland's rankings based on PISA surveys from 2000 to 2018 are depicted within the chart. Apart from performance indicators, the 2018 PISA report by the OECD (Organization for Economic

Cooperation and Development) highlighted the significant gender gap in the results of boys and girls, with the performance of girls surpassing that of boys. Furthermore, attention was given to the widening gap between the achievements of children from various socio-economic backgrounds. Additionally, according to research findings, most students displayed a sense of happiness and engagement in school, considering it a place where they could express themselves. In contrast, in Uzbekistan, a substantial number of students face challenges due to lack of resources, difficulties, and a disconnection from school.

On the other hand, some experts raise doubts about the "Finnish miracle": while some argue that Finnish educational practices reject certain concepts that are assessed in PISA tests, other specialists describe the successes in PISA as a "False Paradise." They highlight that the PISA assessments heavily focus on specific types of mathematical problem-solving tasks, while neglecting other disciplines that are emphasized during VET education. YLE, the Finnish Broadcasting Company, has reported with a touch of skepticism on the "Finnish miracle in PISA" and the influx of delegations from various organizations seeking insights into the "magic formula of Finnish education" contributing to their revenue streams. Commercial companies, aiming to align with the "Finnish quality," have also flourished, granting certificates of conformity.

Let us now examine the key distinctive features of the Finnish education system in comparison to Uzbekistan. It is important to note that the purpose of this analysis is not to draw a conclusion of "everything being good for them, and poor for us," but rather to observe how different education systems operate, considering various historical, economic, social, cultural, and other factors.

World Bank experts have noted several distinctive aspects of the Finnish society that set it apart from other countries, particularly in its education system: a relatively homogeneous population in terms of ethnicity and culture (with only 4% of Finland's population being non-Finnish) and a high level of income equality. On the other hand, Uzbekistan's population is diverse not only in terms of quantity but also in terms of nationality, culture, and religion, while the level of income is relatively lower.

The education system in the United States: The American education system consists of 12 years of compulsory education divided into primary and secondary schools. The majority of students attend public schools, accounting for 88% of the total enrollment. Education institutions are financed by state and local budgets, with 7.5% of the total domestic product allocated annually for education, varying across states. Approximately 12% of students attend private schools, which are funded by parents, various fees, and charitable contributions.

The education system in Germany: Germany is renowned for its world-class knowledge and cultural institutions. In this country, every citizen has the right to develop their potential, exercise their personal freedom, and have access to education, school, and vocational choices. The school system in Germany consists of primary and secondary schools. Education in state schools is free of charge. German school education is divided into different types of schools, including basic primary schools, specialized schools, general primary schools, vocational schools, gymnasiums, comprehensive schools, and special schools. The primary school system is considered the foundation. After completing primary school, students transfer to specialized schools. However, it is mandatory for all students who finish primary education to continue their studies in either a general national school or a gymnasium, unless they have completed a specialized or comprehensive primary school.

The education system in France: In France, the quality of education, sports, and research is monitored by the primary inspectorate. The primary inspectorate carries out its activities for four ministries. It performs four tasks:

1. Support - overseeing the management of education, science, sports, and cultural institutions, as well as higher education rectorates.
2. Expertise - evaluation of ministries, institutions, contracts, activities of leaders, services, structures, and others.
3. Assessment - evaluating organizations, institutions, structures, socio-political conditions, and personnel.
4. Supervision - monitoring organizations, institutions, services, and personnel.

Conclusions

In conclusion, it can be stated that addressing the aforementioned issues through the enhancement of mechanisms for developing pedagogical workforce based on identifying the requirements of teachers in specific subjects within the public education system is one of the most urgent and significant matters in terms of improving the effectiveness of the education system. It is essential to establish quotas for admitting teachers specialized in high-demand subjects in general education schools based on a three-fold agreement between students, schools, and pedagogical faculties. Furthermore, in the process of learning from the experiences of foreign countries in studying their education systems, it is necessary to adopt a systematic approach to retraining and further education of educators currently serving in Uzbekistan's education system. Afterward, these systems can be implemented in Uzbekistan, ensuring a forward-facing direction for the integration of these systems into the Uzbekistani context.

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