

THE EDUCATION SYSTEMS OF UZBEKISTAN AND ABROAD: A COMPARISON

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Annotation: *This article compares the education systems of Uzbekistan, Finland, and Switzerland. It examines important elements like the autonomy of students, the role of teachers, and the flexibility of a curriculum. The strengths and weaknesses of each system are analyzed, with a focus on how these systems prepare students for the future. By contrasting these models, suggestions are made to enhance Uzbekistan's educational system.*

Maqola O'zbekiston, Finlyandiya va Shveytsariya ta'lim tizimlarini solishtiradi. U o'quvchilarning mustaqilligi, o'qituvchilarning roli va o'quv dasturlarining moslashuvchanligi kabi asosiy jihatlarga e'tibor qaratadi. Maqolada ushbu ta'lim tizimlarining kuchli va zaif tomonlari tahlil qilinib, o'quvchilarni kelajakdagi kasblarga yaxshiroq tayyorlash uchun qanday yaxshilanishlar kerakligi muhokama qilinadi. Bu tizimlarni solishtirish orqali O'zbekistondagi ta'lim tizimini takomillashtirish bo'yicha takliflar keltirilgan.

Статья сравнивает образовательные системы Узбекистана, Финляндии и Швейцарии. Основное внимание уделяется таким аспектам, как автономия студентов, роль учителей и гибкость учебных программ. В статье рассматриваются сильные и слабые стороны этих систем образования, а также обсуждается, как они могут лучше подготовить студентов к будущей профессиональной жизни. Сравнив эти системы, предложены способы улучшения системы образования в Узбекистане.

Keywords: *education system, teaching methods, universities, teacher training, languages, uniforms, timetable, abroad.*

INTRODUCTION

The destiny of both individuals and society at large is significantly shaped by education. The history, culture, and economics of many nations have an impact on how they approach education. With an emphasis on teaching strategies, instructor duties, and how each system prepares students for their jobs, this article examines the educational

systems of Uzbekistan, Finland, and Switzerland. We can find methods to enhance Uzbekistan's educational system by comprehending the distinctions.

The educational system in Uzbekistan is quite conventional and well-organized. Pupils spend eleven years in school: elementary school (grades one through four), middle school (grades five through nine), and high school (grades ten and eleven). Although the government offers free education, the system is inflexible and has a set curriculum that doesn't permit much freedom. Despite the emphasis on discipline, this strict framework may prevent pupils from pursuing more creative subjects or their own passions. Even if a subject doesn't fit with their future professional objectives, students frequently have little say in what they study. In contrast, Finland offers a more flexible education system that focuses on the individual needs of each student. Primary education lasts from 1st to 6th grade, followed by middle school from 7th to 9th grade. After completing 9th grade, students can either continue with general education or opt for vocational training. Finland's education system emphasizes equality, ensuring that all students have access to quality education, regardless of their background. Importantly, Finnish students are encouraged to pursue subjects they are passionate about, which increases motivation and helps them prepare for their future careers.

Students in Uzbekistan must adhere to strict rules. They must adhere to a certain schedule, wear uniforms, and uphold particular behavioral norms. Although these regulations support discipline and order, they may stifle students' originality and capacity for autonomous thought. The system frequently prioritizes compliance over encouraging individuality and critical thought. However, students in Finland have greater autonomy and accountability for their education. They are able to control their schedules, select courses that interest them, and even take breaks when needed. By encouraging students to take charge of their education and cultivate their capacity for independent thought, this degree of autonomy helps them get ready for life after school.

Many of the teachers in Uzbekistan are subject-matter specialists, but it's possible that they lack formal training in instructional techniques. This may have an impact on their capacity to successfully engage pupils and establish a positive learning atmosphere. In the absence of adequate pedagogical training, teachers frequently have to learn classroom management and student motivation on the job. In contrast, teacher education is highly valued in Finland. In addition to becoming experts in their fields, Finnish educators also receive intensive training in classroom management, teaching techniques, and student involvement. In Finland, teaching is highly valued, and educators are trusted to modify their lessons to meet the requirements of their pupils. They are able to use more innovative and adaptable teaching strategies because of this autonomy.

In Uzbekistan, students follow a standardized curriculum, leaving little room for choice. Even if a student has no interest in a subject, they are often required to take it. For

example, students must study subjects like math, even if they don't plan to pursue a career that requires such knowledge. This rigid approach can be discouraging for students who excel in other areas, like languages or arts, and can lead to a lack of motivation. Finland, by contrast, offers students more flexibility. After completing 9th grade, they can choose to continue with general education or enter vocational training in areas they find interesting. This flexibility allows students to focus on subjects that align with their personal passions and career goals, increasing their motivation and preparing them for their future careers. To enhance the education system in Uzbekistan, it is crucial to improve teacher training. Teachers should be selected not only for their subject expertise but also for their ability to teach and connect with students. Continuous professional development opportunities should be offered to help teachers stay updated on new teaching techniques. Additionally, school leaders should be chosen for their leadership skills and their ability to improve the quality of education, not just for administrative experience. Strong leadership is essential for creating a positive school culture and ensuring that students receive a high-quality education.

In conclusion, lessons from Finland and Switzerland: The education systems in Finland and Switzerland provide valuable lessons for Uzbekistan. Both countries emphasize flexibility, individualized learning, and teacher autonomy. By incorporating these approaches, Uzbekistan could improve its education system, better support its students, and help them succeed in their future careers. The roles of teachers, the freedom given to students, and the adaptability of the curriculum are key factors in creating an effective education system. By learning from other successful models and focusing on teacher training and school leadership, Uzbekistan can develop a more effective and engaging education system for its students.

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