

## Interconnection in the Uzbekistan-Finland Education System

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**Abstract:** This article analyzes the relationship between the education systems of Uzbekistan and Finland. The specific features of the Finnish education model, innovative approaches, and aspects related to the reforms being implemented in Uzbekistan are considered. The article focuses on comparing the experiences of the two countries, the possibilities of applying effective methods to Uzbekistan, pedagogical methods, improving the quality of education, and international cooperation. The results of the study reveal advanced practices that can contribute to the development of the Uzbek education system.

**Keywords:** Uzbek education system, Finnish education model, innovative pedagogy, international cooperation, educational reforms, quality of education, advanced methods, educational strategy, pedagogical experience, modern educational methods.



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### Introduction

Another important aspect of the reforms in the Finnish education system is that since the 1970s, the training of primary school teachers has been transferred from colleges and seminaries to the reorganized faculties of education of universities, and it has also been established that school teachers must have a master's degree. Now, to teach in primary school, a teacher must have a master's degree in education, and to teach in secondary school, a master's degree in the subject they teach. For comparison: according to open data, 13 percent of teachers in Uzbekistan have secondary specialized or incomplete higher education. At Finnish pedagogical faculties, at least 60 of the 300 credits required to obtain a master's degree (180 credits for a bachelor's degree and 120 credits for a master's degree) are usually devoted to subjects related to pedagogy, and from 15% to half of the study time is devoted to pedagogical practice. Since the professional development of working teachers is the responsibility of local municipalities and how they spend the budget is up to them, the opportunities and forms of professional development may vary depending on the region and school.

In Uzbekistan, the professional development system is usually regulated by government decrees and is the same for everyone. Only recently have teachers been given the right to choose an educational institution to improve their skills. According to research, one of the most popular

areas of study in Finland is pedagogy. It is also noted that parents have a high level of trust and respect for teachers.

### **Methodology**

Another important turning point in Finnish education reform, according to **Hanna Simola**, was the abandonment of formal control over teachers and schools in the 1990s: “all the traditional control mechanisms, such as school inspections, detailed curricula, official approval of textbooks and teaching materials, and journals in which teachers were required to record each lesson, disappeared.” According to Pasi Salberg, an education expert and author of the book *Finnish Lessons on Finnish education reform*, there is no desire to force teachers to act on the principle of “stick and candy” in Finland, but rather they are given a great deal of freedom (autonomy). Teachers are required to assess their students and submit reports on their progress, but at the same time they can also develop their own programs that they think are best suited to their students. The World Bank notes that this system is built on mutual trust: the Finnish Education Evaluation Center (FINEEC) conducts regular assessments of selected cities, but does not compare schools with each other, and schools that do not pass such an assessment use their own assessment methods to identify and correct problems in teaching. In general, decentralization and the granting of freedom (autonomy) to municipalities and schools are recognized by many researchers as one of the most important effects of reforms in the Finnish education system. For example, the National Curriculum sets out the goals and objectives for each subject in schools, as well as general rules for the learning environment, teaching and assessment, but municipalities and schools can develop their own programs based on the national program and local characteristics and the needs of their students.

### **Results and discussion**

In Uzbekistan, secondary schools are required to strictly adhere to the programs and plans approved by the Ministry of Public Education. The State Inspectorate for Quality Control of Education accredits schools and compiles their ratings, and teachers are required to regularly undergo a certification process regulated by a resolution of the Cabinet of Ministers.

In Finland, textbooks are developed by many publishing houses, such as Sanoma Pro, Otava or Edita. Publishers usually send samples of their products to schools, and also invite teachers to presentations of new textbooks so that they can familiarize themselves with the products available on the market and make their own choices. The final decision on which textbooks to purchase is made by school principals and municipal leaders. Schools provide textbooks to students free of charge and ask them to use them carefully so that future generations of students can also use them. Many publishers also offer digital versions of textbooks and many other resources that can be added to textbooks.

Researchers note that textbooks play a crucial role in secondary school and become the "equivalent of the curriculum" for most teachers.

### **The education system in Finland consists of three levels:**

- ✓ Primary education - pre-school education and transition to a school;
- ✓ Secondary education - school or college;
- ✓ Secondary education - school or college;
- ✓ Higher education - past institutes and universities.

Recently, the Scandinavian countries have become a priority for children and their parents, as well as applicants from the CIS, both secondary and higher education. One of these countries, where there are many study opportunities,

is Finland. Many future students

and pupils are interested in the question - what is the education system in Finland and how convenient is it?

Primary education

Preschool education in Finland begins only when a child turns 6 years old.

There are several types of kindergartens in Finland:

- ✓ Public
- ✓ Private
- ✓ Family

Finland promotes the idea that "Children should have youth" in preschool education. That is why everything is organized there based on play. Kindergartens open at 6:30 and work until 17:00.

Primary education

At 9:30 they go for a walk. At 10:30 they have their first lunch. At 11:00 they go to bed (until 13:00). After a nap, they have a second lunch and walk outside until the end of the working day.

Kindergartens work according to a strict schedule. Children have breakfast at 8:00 and then classes begin.

The second stage of education.

After a Finnish student completes basic education at school, he or she can choose to pursue a career in vocational training and work in his or her field, or continue his or her studies at a college or gymnasium.

Second stage.

In vocational education institutions, selection is made based on the student's performance.

The Finnish higher education system is divided into:

- ✓ primary higher education (bachelor's degree)
- ✓ higher education (master's degree)
- ✓ postgraduate and doctoral studies

Higher education.

Higher education

Primary higher education (bachelor's degree) lasts 3 years, the graduate is awarded the degree of kandidaatin tutkinto (candidate).

Higher education (master's degree) lasts 2 years, the graduate is awarded the degree of ylempi korkeakoulututkinto or maisterin tutkinto.

Postgraduate education postgraduate (licensiat) incomplete doctorate or the first stage of doctorate - 2 years, the graduate is awarded the degree of licentiaatti (candidate of science). Doctorate lasts 4 years, after defense the degree of doctori (doctorate) is awarded.

Equality in Finnish schools - truth or myth?

The principle of equality applies to everyone: schools, teachers, students, parents, etc. Officially, it is believed that all schools are equally good and you can study in any place that is closest to home. There are no school ratings. There are no entrance exams for schools., you can come to school without knowing the letters, without knowing how to read and count. Teachers and

students are equal, so the teacher is addressed by name and "you". From the first to the ninth grade, students write with a pencil, they can erase and correct what they have written at any time.

The teacher also checks their work with a pencil. And students can erase what the teacher has written. The principle of equality also implies equal rights to education for all students, regardless of their physical and intellectual characteristics.

## Conclusion

The interconnection of the education systems of Uzbekistan and Finland covers important aspects of education and allows them to enrich each other with the experiences, approaches to education and innovations of these countries. The Finnish education system is recognized as advanced and innovative worldwide, in which the individual needs of students, independent learning and applied sciences play a key role in improving the quality of education. Uzbekistan, on the other hand, is carrying out radical reforms in its education system, implementing strategies aimed at modernizing education, updating curricula and improving the qualifications of teachers.

Cooperation in the field of education between these countries will allow students to gain international experience and knowledge, master new pedagogical methods and improve the quality of education. Finland's achievements and experience in education can serve as a valuable model for the reforms being implemented in the education system of Uzbekistan. At the same time, Uzbekistan's experience in preserving national traditions and values and adapting education to international requirements can also be a source of learning for Finland.

In general, the interconnection of the education systems of Uzbekistan and Finland serves to improve the quality of education, ensure the global competitiveness of students, and develop national education systems.

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