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EDUCATIONAL SYSTEM IN ECONOMICALLY DEVELOPED FOREIGN COUNTRIES

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ABSTRACT

The article covers the education system of foreign countries. The directions in which they are manifested are described and the general and different aspects are analyzed.

KEYWORDS: Economic Education, competition, competitive environment, efficiency, market economy, globalization, innovation, elementary school, high school, high school.

In the conditions of the market economy, the competitive environment serves to ensure economic stability while improving the quality of any goods and services.

Giving importance to the effectiveness of the educational system should be studied in the context of changes and characteristics of the labor market and the market of educational services. Otherwise, it will not be possible to solve the problem of developing the competitive environment and conditions for competition in educational services, developing sufficient scientific-practical, theoretical conclusions and proposals in the process of fulfilling the functional tasks of the educational system.

In particular, the content of economic education and the conditions for the provision of educational services in this direction should be controlled by the state, the establishment of admission quotas, admission to students on the basis of grants and contracts, and the state's provision of material and technical bases for training. "mining" means that the economic education system is directly related to the state. It is worth noting that it is necessary to create a competitive environment in the field of economic education services, to respond to the conditions of competition. Because competition plays an important role in the economic education system. This is reflected in the education system of foreign countries. It is necessary to know that the required level of knowledge can be achieved through the use of active innovative educational technology.

By studying the implementation of education and training in the highly developed countries of the world, we, our independent republic, have become obsolete in the reorganization of the national education system, in education and training, and in the organization of school work. we should emphasize that it is of the first importance to get rid of the forms and methods of activities of organizations that are disappearing, to bring them into education in a proper way, reflecting the interests of the state and society.

In developed countries, there are a large number of scientific institutions that carry out pedagogical research. More than 2,000 in Germany, hundreds of countries and private organizations, universities, pedagogical research centers are dealing with the problems of the theory of education in the USA, Japan and Finland. Their activities are coordinated by international educational centers, for example, the Institute of International Education in the USA.

The structure and characteristics of the educational system in the United States include: In the United States, children from the ages of 6 to 17 go to school for 12 years. The educational system includes:

1. From 3 to 5 years (teaching in educational institutions)

2. Grade 1 to Grade 5 (Primary School)

3. 6th to 8th grade (Part-time high school)

4. Grades 9-11 (High School). Higher education should not be mixed with this high school.

In America, the main science is not mathematics, on the contrary, special attention is paid to natural sciences. Educational processes are organized based on the above stages. There are no single, mandatory textbooks for students. American schools are technically well developed, classrooms are computerized. Each school has buses that transport students.

Most of the American countries are in the possession of the state and are provided with state funds. But there are also many private schools, and parents living in big cities try to send their children to private schools. The fees of these schools are also expensive. Children of rich families study there. The education system of American public schools is fundamentally different from our food system. A separate teacher-coach is assigned to each student in the upper grades. The abilities of this student are carefully studied. There are students in America who are required to pass exams in certain courses taught in the first years of colleges. There is no graduation exam in American schools. In America, students pass two standardized tests to enter higher education institutions.

The formation of Japanese education began in 1867-1868. Japan has two tasks: the first is to get rich, and the second is to introduce western technology into Japanese production. In 1872, the "Law on Education" was adopted. This involves combining Japanese education with Western education. In 1908, primary education was made compulsory for 6 years. In 1893, the first vocational college was established. The constitution adopted in 1946 defines the rights and duties of citizens in the field of education. It stipulates that all children must receive free education.

The current structure of the Japanese education system is as follows:

1. Kindergartens

2. Primary school

3. Secondary school

4. Upper secondary school

5. Educational institutions included in the higher education system.

Children are enrolled in 3-2-1 year education courses depending on their age characteristics. 59.9% of institutions are private, 40.8% are municipal, and 0.3% are state-owned. The stage of compulsory education includes children from 6 to 15 years old. 95% of students attend day schools. The Japanese school year is 240 days long, starting from April 1st and ending in March.

Students who have completed senior high school and 12-year regular school are admitted to higher education. There are 460 universities, 95 of them are state-owned, 331 are private, and 34 are municipal. In order to be admitted to them, students pass tests in Japanese, old Japanese language, mathematics, physics, chemistry, and history.

In Germany, it is worth noting that the transition to a market economy is similar to ours. The main problem of education in Germany at the present time is to bring education in the former GDR to the same national standard. In the German education system, the pre-school education system is very important. It has more than 100 years of history. Kindergartens are the lower level of education. Parents spend a lot of money on their children. In Germany, children are usually educated until noon.

The Finnish state has a special importance in the field of education. Education in Finland starts late compared to other countries. Children are admitted to school from the age of 7. In Finland, it is scientifically proven not to send children to school too early.Compulsory education in Finland is 9 years, and students can leave school at the age of 16. This process is similar to our education system. This idea is aimed at preparing them for early life. Finland is the country with the least hours of lessons among developed countries, this figure is 8-9 hours. Finnish teachers are highly qualified professionals. In this country, teachers have the same status as doctors and lawyers. There are no private schools in Finland. Due to this, economic issues do not cause difficulties for the population. All schools are financed by state funds. People in Finland learn more foreign languages. At the age of 13, they are learning their 4th language. Since 1943, school lunches have been provided by the state in Finland. Teachers usually train for 4 hours. The Finnish curriculum is a broad guide for many countries, allowing teachers to use their own style and ideas seamlessly in the classroom. Finnish students have been regularly participating in the PISA program since 2000. In Finland, the best school is the one closest to each family's residence, i.e. their home. These data serve to make the Finnish education system famous all over the world and occupy the top ranks of international education ratings.

Not only in foreign countries, but also in our country, the education system is approached by including the main norms of nationality and the stages of economic development. Attention to higher education, research-oriented schools, vocational colleges, and universities are mainly organized based on practice, and this process serves to make the educational system more effective.

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