

THE IMPORTANCE OF USING FOREIGN EXPERIENCE IN TEACHING THE SUBJECT "EDUCATION"

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Annation: This article discusses the importance of using foreign experience in teaching the science of "Education", national educational programs in developed countries, the need to train, educate. students as mentally, morally, intellectually, aesthetically and physically full-fledged people, based on the requirements, the times of independent and independent formation in young people are discussed. generation of social skills and qualities necessary for a happy life, eliminating problems and other issues.

Key words: education, education, theory, science, basis, norm, differentiated education, neokhodimost education, znanie, art, competence, competence, umstvennoe education, moral education, aesthetic education, soderjanie education, vsestoronnyaya lichnost, nauchnoe mirovozzenie, time education.

INTRODUCTION

At a new stage of Uzbekistan's development, the transition from the Action Strategy aimed at ensuring democratic progress to the Development Strategy is closely linked to the need to improve interpersonal relations in society. The democratic essence of these changes is reflected in the public consciousness, individuals' self-awareness, and, based on this, the rise from a strong society to a strong state.

Goal 70 of the Presidential Decree of the Republic of Uzbekistan on the "Development Strategy of New Uzbekistan for 2022–2026" is titled "Improving State Policy on Youth." It emphasizes the importance of educating young people in the spirit of patriotism, civic awareness, tolerance, respect for laws, and both national and universal values. Furthermore, it highlights the need to cultivate individuals who can resist harmful influences and ideologies and who possess strong confidence and outlooks on life [1]. This underscores the necessity for young people to live based on national and universal values in accordance with the demands of a democratic society.

Implementation of the "Education" Subject in General Secondary Education Institutions

On July 6, 2020, the Cabinet of Ministers adopted Resolution No. 422, "On Measures for the Gradual Implementation of the Subject 'Education' in General Secondary Education Institutions." According to this resolution, starting from the 2020-2021 academic year, the unified subject "Education" has been introduced for grades 1-9, while for grades 10-11, it has been implemented from the 2021-2022 academic year. This subject integrates the courses "Etiquette," "Sense of Homeland," "National Independence Ideology and the Foundations of Spirituality," and "History of World Religions" within the total allocated hours [2]. One of the main priorities of this subject is to educate students in accordance with modern requirements, ensuring their intellectual, moral, aesthetic, and physical development.

LITERATURE REVIEW AND METHODS

Between the 6th century BCE and the 5th century CE, the Greek slave states and the Roman Empire had certain democratic structures and republican governance. During this period, unique educational and pedagogical systems were developed. Greek scholars such as Democritus (460-370 BCE), Socrates (469-339 BCE), Plato (427-347 BCE), and Aristotle (384-322 BCE) made significant contributions. Additionally, the renowned Roman educator Quintilian developed pedagogical theories related to education, morality, and teacher ethics.

Democritus emphasized that education should be aligned with human nature and highlighted the importance of considering children's curiosity in the learning process. He believed that education was a powerful force in shaping human nature and argued that persuasion was more effective than coercion in teaching. He also warned against the dangers of negative role models.

Plato proposed the idea that children should obey their educators. He emphasized the necessity of constant supervision, rewarding good behavior, and correcting disobedience through strict discipline, including punishment if necessary. He stated, "If a teacher or parent does not show a child what is just and unjust, what is good and shameful, what is sacred and impure, what should be done and what should not be done, then they cannot properly educate the child."

Aristotle's pedagogical ideas, as expressed in his "Advice to Alexander" [3], remain relevant for moral education. His work Athenian Constitution [4] describes the procedures for selecting teachers in Athens, which is still considered noteworthy.

Various nations have developed significant educational traditions. Below are some of the most important ones:

Czech educator John Amos Comenius, in his work *The Great Didactic*, laid the foundation for education through teaching, emphasizing the development of intellectual, moral, and aesthetic sensibilities and preparing individuals for life.

French philosopher Jean-Jacques Rousseau, in *Emile*, discussed family education. He believed that the most knowledgeable member of the family should be responsible for a child's upbringing. Rousseau particularly emphasized the role of mothers and illustrated the importance of maintaining diaries to track a child's development.

Swedish educator Johann Heinrich Pestalozzi, in *Elementary Education*, emphasized the importance of literacy and advocated for starting literacy education with the alphabet, a method widely adopted worldwide.

American educators such as John James prioritized pragmatism in education, focusing on its practical outcomes. According to this approach, education should equip individuals with the knowledge, skills, and qualities necessary for their future careers.

From these examples, it is evident that global pedagogical experience often prioritizes the practical aspects of education.

Institutions specializing in the study of global education systems are also being established within national education systems. Various international organizations play a crucial role in introducing specialists from Uzbekistan to global education practices. These include the United Nations Office in Uzbekistan, embassies, the U.S. Peace Corps specialists, the German International Development Fund, the AXELS Center, the Adenauer Foundation, the French Cultural Center, the British Council, the Goethe Institute, as well as UNESCO and UNICEF offices, among many others.

Concern for education has always been a priority for prominent politicians. It is no coincidence that former U.S. President Ronald Reagan, former British Prime Minister Margaret Thatcher, and former French President François Mitterrand are regarded as initiators of school reforms. Mitterrand considered schools to be "the driving force of society." Indeed, in developed foreign countries, education is recognized as a social process that actively influences domestic policy. As a result, the financial resources allocated to school needs continue to increase annually in these countries.

The "Education" subject is a completely new phenomenon for Uzbekistan's education system. Therefore, utilizing international experiences in teaching this subject is of significant importance. Below are some key foreign practices that hold particular value.

In economically developed countries, differentiation in education has become a major issue. The division of students into different educational tracks typically occurs after completing primary education.

In Germany, efforts have been made to reduce the number of students in each class. Individual learning packages (assignments) are distributed to students, which they complete independently. If needed, students can seek consultation from teachers.

In the United Kingdom, the educational process is based on psychological principles, with a strong emphasis on developing students' sense of nobility. Additionally, given that English is one of the world's leading languages, the education system prepares students for global professional careers.

In Germany, idealistic values are a primary focus of education. The process is structured to ensure that each young person develops an ideal goal in life. As a result, German citizens are often recognized for their integrity.

In France, particular attention is given to the development of aesthetic taste. Every French individual is raised with an appreciation for artistic beauty, making the ideal of enlightenment a dominant theme in the French education system.

In Italy, pride in one's heritage is a key element of education. The country takes immense pride in its historical figures such as Socrates, Plato, Aristotle, and Cicero, whose contributions to global education remain significant.

In Saudi Arabia, the focus is on developing religious faith. The education system nurtures students to uphold healthy beliefs, religious tolerance, and empathy toward others.

There are both similarities and differences between European and Asian pedagogical approaches to education. While both emphasize moral upbringing, cultural refinement, and socialization, they differ in their approaches to physical, intellectual, and ethical education.

In the United States, the primary focus is on developing intellectual skills and critical thinking.

In Asian countries, particularly in Islamic nations, a strong emphasis is placed on the harmonization of intellectual and moral education.

To effectively integrate international experience into the teaching of the "Education" subject in Uzbekistan, the following recommendations should be considered:

Study the intellectual, moral, physical, psychological, and aesthetic educational practices of different countries and adopt their most advanced aspects.

Utilizing foreign experiences in educating individuals in the spirit of universal human values.

Adopting a creative approach when integrating foreign educational practices into Uzbekistan's National Qualifications Framework.

Embracing valuable experiences from other countries that promote interfaith tolerance, interethnic harmony, and respect for the cultural values of different nations and ethnic groups.

Focusing on universal ideals such as brotherhood and a love for peace, developing these competencies in individuals.

Advanced Educational Practices from Developed Countries

It is beneficial for our education system to implement the following advanced practices from economically developed countries.

From the U.S.: Instilling self-confidence in children regarding their abilities. Ensuring every student is encouraged to reach their full potential. Promoting non-discrimination and respect for human dignity. Introducing career guidance from an early stage. Cultivating pride and patriotism in students.

From Japan: Ensuring thorough school preparation for children. Strengthening parental responsibility in early childhood education and upbringing. Focusing on aesthetic and physical development. Maintaining high standards for teachers. Systematically working with young talents.

From Germany: Implementing differentiated education systems. Strengthening vocational training. Prioritizing career orientation in schools.

From France: Structuring education into subjects starting from preschool. Implementing a three-stage primary education system. Providing extensive educational resources and didactic tools. Strengthening partnerships between educational institutions and businesses.

If these exemplary aspects were incorporated into our education system, it would advance significantly. However, any innovation in education must be introduced through thorough analysis and experimentation. Forcing changes is not our methodology, but we also cannot allow the system to remain stagnant. Therefore, every educator and researcher must actively contribute to the development of education and the training of talented professionals.

RESULTS AND DISCUSSION

In developed countries, education is widely recognized as a social process that actively influences domestic policy. This explains why the funding allocated to schools increases annually in foreign countries.

For example, in Japan, schools are not only seen as a symbol of success and prosperity, but they are also believed to improve individuals.

Numerous scientific institutions conduct pedagogical research in developed countries.

Germany has over 2,000 such institutions. France, the U.S., and Japan have hundreds of state and private institutions, universities, and pedagogical research centers working on education theories.

In the U.S., the International Education Institute coordinates educational research activities.

A major focus of these institutions is curriculum development and reform.

Since the 1980s, the United Kingdom has expanded the list of mandatory subjects, similar to the U.S. English language and literature, mathematics, and natural sciences have become the core of the curriculum, while students and parents can choose other subjects.

The Influence of New World Pedagogical Ideas on France and Germany

In Germany, incomplete secondary schools have introduced curricula that combine core subjects with elective courses in chemistry, physics, and foreign languages.

These curricular reforms are gradually expanding beyond incomplete secondary schools to regular high schools and gymnasiums.

In French primary schools, the curriculum consists of core subjects (native language and literature, mathematics) and supplementary subjects (history, geography, demography, natural sciences, vocational education, physical education, and aesthetic training).

After World War II, Japanese schools followed the American education system, yet significant differences remain between the two curricula. Japan's curriculum is more complex, with a broader range of core subjects and additional specialized and elective courses.

For example, Japan's new music education program includes the study of both national and world classical music.

Integrated Courses in Modern Curricula

Developed countries have fully integrated courses into their curricula.

In France, these courses account for 6-10% of school hours.

In the UK, they make up 15% of school hours.

Reforms in schools have introduced the challenge of differentiation in education, emphasizing compensatory education.

Emergence of Compensatory Education

The rise of compensatory schools in the U.S. and Western Europe is linked to:

The increasing number of low-achieving and struggling students.

The growing problem of functional illiteracy.

In the 1980s, the average student performance in the U.S. dropped from 973 to 893 compared to the 1950s.

In France, one out of every three students in high schools (lycées) required additional educational support.

Compensatory education is now implemented in preschools, schools, and high schools.

In the U.S., media resources have been mobilized to support this initiative:

The National Broadcasting Corporation launched a 130-hour educational program on a dedicated learning channel.

Research on differentiated education is ongoing in many foreign countries.

Growing Attention to Gifted Children

Developed countries are increasingly focusing on talented students.

More children show exceptional abilities compared to their peers.

These students begin formal education early and achieve remarkable success.

Schools for gifted children emerged in the West as early as the 1960s.

Their curricula are designed to fully develop students' abilities.

Special Programs for Gifted Students in the U.S.

Elite kindergartens have been established in some cities.

Children as young as 4-5 years old follow the elementary school curriculum.

The "Merit" program annually selects 600,000 of the most talented high school and college students.

After rigorous testing, the top 35,000 students receive:

Scholarships and financial aid.

High-quality housing.

Direct admission to top universities.

Addressing the Needs of Students with Disabilities

Concerns are also rising about students with intellectual disabilities.

The number of such students continues to grow according to statistics.
Efforts to identify causes and provide preventive measures are increasing.
Special schools for these students are being opened.
Future Schools in the U.S.

In the 1970s, the U.S. launched the “Future School” project to:

Reduce teacher-centered instruction.

Increase student independence in learning.

Implement a structure of:

Classroom instruction.

Independent activities.

Teacher consultations.

Individualized Learning in Germany

Germany is moving toward reducing class sizes. Each student is given individual learning packets. Students work independently and receive teacher consultations when needed. Goals Derived from the Above Educational Reforms The main objectives of these educational initiatives include:

Strengthening humanitarian and universal values in schools.

Identifying the most effective ways to shape students’ personalities.

Implementing new forms of upbringing, such as student councils, school councils, and educational games.

Specializing school curricula, strengthening the interconnection between subjects, and improving their content.

Bringing education closer to labor and human activities, as well as reorganizing career guidance programs. Introducing differentiated teaching methods, and developing specialized educational institutions for both gifted and physically or mentally challenged students.

Increasing the role of modern educational technologies, including computer-based learning for teachers. Conducting broad experimental and research-based projects to implement innovative pedagogical ideas.

CONCLUSION

The implementation of progressive foreign educational practices in Uzbekistan’s education system will accelerate reforms in teaching and upbringing in our young, independent country.

Following independence, Uzbekistan began integrating the best global experiences in education, drawing from developed nations. International organizations like UNICEF and UNESCO, as well as foreign embassies, have provided significant support.

Uzbekistan’s educational institutions are actively collaborating with foreign countries to enhance education quality and reform efforts.

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