

EFFECTIVE MODELS OF EDUCATION AND UPBRINGING IN DEVELOPED COUNTRIES

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Abstract: This paper analyzes the effective models of education and upbringing operating in developed countries of the world, their main principles, and the approaches on which they are based. The models of education and upbringing in Finland, Singapore, Malaysia, South Korea, China, Turkey, and Russia are discussed here with their specific features and priority directions. The possibilities for integrating optimal models of education and upbringing into the education model currently implemented in the Republic of Uzbekistan, as well as opportunities for enriching the educational model of Uzbekistan, are underlined.

Keywords: models of education and upbringing, activity-based approach, competency-based approach, values, teacher, moral education, ethical education, responsibility, patriotism, dialogue of cultures, discipline.

In developed countries, special attention is paid to education as a priority of state policy. Optimal models of education and upbringing are developed and implemented as the main mechanism for the development of the state and society. The United States, South Korea, Finland, Japan, Germany, Singapore, China, India, Malaysia, Indonesia, Turkey, and Russia can be seen to have optimal education and upbringing models in general, characterized by being innovative, learner-centered, and competency-based.

The model is based on the following priorities: a learner-centered approach, equal opportunities in education, individual and process-based assessment, and the preparation of students for successful social life.

The system of education and upbringing in the United States is based on an inclusive and competency-based approach. In its main features, it lies in creating conditions for freedom and independent thinking within the educational process, an extensive application of STEM technologies, and the situational use of innovative pedagogical technologies.

The Japanese model of education and upbringing is unique, with an emphasis on an integrative and moral-educational approach. It is designed according to the principles of unity between education and upbringing, collectivism, discipline and diligence, and special attention is paid to the harmony of practical knowledge and national values.

Nowadays, this very innovative model of education in Singapore draws the attention of many educators from different parts of the world. It gives special importance to pragmatic and strategic education. The main slogans of this model are: "A knowledgeable nation is a strong nation" and "The teacher is at the center of reform."

Another contribution to pedagogical knowledge comes from studying the experience of the Turkish education and upbringing model. The centerpiece of the model of education in Turkey is the "4C" competencies based on national values. The model of Turkey is harmoniously integrated with national history, culture and Islamic values. The idea of "Atatürk's scientific and moral values" is taken as the foundation. The main mission of education is to raise a generation that is patriotic, humane and able to serve the good of the nation. Modern curricula are developed based on the "4C" model, which includes 21st century skills. This model aims to develop such features as creativity, critical thinking, the ability to use information technologies,

communication and collaboration, and creative thinking. Within Turkey's education model, STEM education is widely implemented. Turkey, being a participant in the Bologna Process and a partner of the European Education Area, actively responds to innovative approaches in developing its educational system. The priority of spiritual and moral education is secured within the model of Turkey. In general secondary schools, the subject "Religious Culture and Moral Knowledge" (Din Kültürü ve Ahlak Bilgisi) is compulsory. Such initiatives as the FATİH project (Movement to Increase Opportunities and Improve Technology), interactive whiteboards, tablets, digital resources and digital educational platforms are widely used at secondary schools.

The main features of the Chinese model reflect a moral system based on the teachings of Confucius. Confucian philosophy is the basis of education and upbringing in this country. Much attention is paid to raising students in the spirit of respect for society, discipline, responsibility, diligence, collectivism and devotion to values. Teachers are highly respected in society and are regarded as a second parent. Education is a priority of the state. At each stage of education, standards, assessment systems and curricula are implemented in a single, centralized manner. Schools are evaluated by rankings, academic performance and discipline. There is a policy of strict, systematized demands in the educational process. Students are assessed according to their capabilities of quick and qualitative mastering of knowledge. The university entrance exam known as Gaokao is extremely competitive. During the last years, special attention and big investments were given to STEM, AI, Big Data and robotics. Online platforms and AI-based education systems have been developed. Priority is given to instilling national culture, learning the Chinese language and history. At the same time, the Chinese model is integrated with international programs: IB, Cambridge, Confucius Institutes. As a result, Chinese universities constantly occupy high positions in international rankings.

The Russian model of education is centralized and state-regulated. Therefore, education is considered by the state as a strategic direction of state policy. All schools operate in accordance with unified federal state standards (FSES). Quality control of education is carried out by special agencies. In the Russian system, much attention is given to acquiring deep theoretical knowledge. Priority in teaching is given to the exact, natural sciences, and technical sciences. The traditions of academic schools are well established-for example, Lomonosov, Mendeleev, Vernadsky, among others. In the Russian educational system, moral development of pupils and students forms the foundation of the educational content. The model is based on the principle that "The human being is the main value of society." Alongside the acquisition of knowledge, special attention is given to moral upbringing, patriotism, and social responsibility. National projects such as "Digital School," "Open Education," and "Smart Cities" are implemented. State programs for the development of STEM and IT fields are elaborated and actively introduced. Online education platforms also operate.

The above analysis showed that in many countries around the world, optimal models of education and upbringing are at work. Most of them embody each country's strategic goals. Education has become a phenomenon that reflects state priorities and manifests itself at the level of national policy.

The main task of researching and analyzing optimal models of education consists in integrating the educational model of the Republic of Uzbekistan with those of the advanced countries, elaborating mechanisms for the creative use of their effective aspects and on the basis of such improvement theoretically and practically developing the system of education in Uzbekistan. Therefore, we find it pertinent to propose, based on activity-based, developmental, learner-centered, innovative and competency-based approaches reflected in optimal models, to develop Uzbekistan's education model so as to cultivate devotion to values, patriotism and perseverance; to socialize, invoke strict discipline and civic consciousness; to encourage value-based

interpersonal relations, enlarging the dialogue of cultures; to develop students according to "4C" competencies that mean 21st-century skills; to adopt experience regarding the teacher as the highest social value; to create and apply innovative programs; to instill national and universal culture in students; to teach them to protect their points of view, thus giving knowledge and socio-practical experience serving as the basis for the formation of these qualities.

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