

## FINNISH EXPERIENCE IN PRIMARY EDUCATION

Nodira Sherboeva

Jizzakh state pedagogical university, Uzbekistan

**Annotation:** we need to use foreign experience to overcome some of the shortcomings that exist in the field of education today. The passing of the foreign experience has shown that the Finnish education system, especially in the field of primary education, is extremely incomparable. A number of the world's leading nations are using Finnish experience in reforming the education system. Reform of the beginner education system in Uzbekistan using Finnish experience will help improve educational efficiency.

**Keywords:** some problems in the field of education, reforms in education, primary education, foreign experience, International Research Program for the advancement of knowledge (PISA), Finnish education system, professional Teacher.

Speaking about the field of education, it is worth noting that the reforms carried out in this field today give positive results. But in addition to these successes, there are also problems below that are waiting for their solution in the educational system, especially in the primary education system: the insufficient role of public education management bodies in the effective use of the property of departmental organizations, the resolution of the issues of selection and placement of heads of public educational institutions,;

- the responsibility of the heads of public educational institutions is the imposition of tasks that are not inherent in them, the lack of a clear distribution of powers between the director of the institution and his deputies, the absence of specific criteria and parameters for assessing the effectiveness of their activities;

- the lack of in-depth scientific research on current issues of general secondary education and the implementation of their results in practice, low level of interaction between departments of public education and general educational institutions in issues of methodological support for the educational process;

- inefficiency of mechanisms to protect against unreasonable interference in the professional activities of leaders, teachers and other employees of public educational institutions, excessive inspection of schools by regulators and other government bodies;

- insufficient level of openness and transparency in the activities of secondary institutions in issues of ensuring the quality of education, improving the level of knowledge and pedagogical skills of teachers, the absence of effective public control over the educational process;

- the imperfection of the mechanism of financing and material and technical support of the institutions of the public education system of the OECD, the low level of introduction of modern architectural solutions, innovative developments and information and communication technologies into their activities.

In Finland, children are admitted to school from the age of 7. Primary education lasts for six years. From the 7th grade, children go to the first stage of Secondary Education, which lasts three years. In elementary school and in the first stage of secondary education, all the same education should be taken: children, unlike the practice in our specialized schools, cannot be

separated according to their abilities and interests. While the primary school employs only one teacher with the children, the secondary school teaches a separate teacher in each subject.

The academic year is 38 weeks, with each class lasting 45 minutes. Children study language (mother tongue and literature, second state language, foreign languages), mathematics, natural sciences and health science, religion and ethics, history and sociology, art (music, visual arts, handicrafts), science and physical education, as well as other subjects of their choice. In addition, special hours are allocated for consultations on functional and metacognitive skills (the ability to control one's own learning process) as well as professional choice. The weekly load per pupil, compared to other countries in Europe, is low: the minimum load in Grades 1 and 2 is 20 hours, and in senior grades it increases to 27soat (for comparison: in Uzbekistan this load reaches from 22 to 34 hours per week). In schools, a calming atmosphere prevails, there is no demand for clothing, textbooks and lunch are provided free of charge, while long breaks between classes allow children to play and relax.

After nine years of General study, children must choose one of two directions in the second stage of secondary education: academic or vocational (professional) education. Those who want to master a profession with someone will choose a career direction and, having completed their studies, become the owner of the corresponding certificate. And in the academic direction, where admission is carried out through exams, children are prepared to enroll in higher education institutions and can study individual subjects in a deepened manner. At the end of three years of education, the results of students participate in the national exams, which decide whether to enter higher education institutions.

Such an approach commemorates our previous system of "9+3" (nine years of general education + three years of Lyceum or college study), which we had demolished and replaced with an 11-year school. The Finnish basic education law (1998yi1) defines three main objectives of Finnish education: • To give students the knowledge and skills necessary in life; \* Promotion of development and equality in society and; Ensuring equality in education across the country. Schools have introduced 5k per week. Not all schools have the same status, children are taught by separation into different classes or specialized educational institutions according to their abilities. Primary education in Finnish schools lasts for 6 years and children up to 3rd grade are not assessed, the task to the house is hardly given by the teachers, Since 2017, most schools have "abandoned pens" during class time, and full computers and tablets are used in the course of the lesson. Finnish teenagers do not spend many hours on idle games and prepare for exams and at the same time enjoy high-quality studies.

Conclusion. In conclusion, it should be said that education plays an important role in the development of the younger generation, which is our future, in every possible way. The primary education system in particular is extremely important. Because the result and effectiveness of the stages of postponing the system of continuing education will depend on the knowledge and formed skills acquired in the process of primary education. Therefore, it is required to reform the primary education system in this area with a serious approach by conducting scientific research, introducing innovative ideas and an advanced foreign experience. Obviously, Busa-actions will give their results in the near future and will be important in the development of our society.

**List of literature used:**

1. United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. Resolution adopted by the General Assembly on 25 September 2015. UN General Assembly.
2. Fullan, M., & Langworthy, M. (2013). Towards a new end: New pedagogies for deep learning. Global Education Leaders' Program (GELP).
3. Creemers, B. P., & Kyriakides, L. (2015). Improving quality in education: Dynamic approaches to school improvement.
4. Routledge.
5. OECD. (2019). Trends shaping education 2019. OECD Publishing.
6. World Bank. (2018). World Development Report 2018: Learning to Realize Education's Promise. World Bank.
7. Teddlie, C., & Tashakkori, A. (Eds.). (2009). Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences. SAGE Publications.
8. PISA (Programme for International Student Assessment). (2021). PISA 2021 Assessment and Analytical Framework. OECD Publishing.
9. Slee, R. (2011). The irregular school: Exclusion, schooling, and inclusive education. Routledge.
10. Sherboyeva, N. (2021). BOSHLANG'ICH SINF OQUVCHILARNI ONA TILI DARSLARIDA MASHQLAR VOSITASIDA KERATIV FIKRLASHGA ORGATISH METODLARI MAZMUNI. Boshlang'ich ta'limda innovatsiyalar, (November).
11. Sherboyeva, N. (2021). МИЛЛИЙ ҚАДРИЯТЛАРНИ ТИКЛАШНИНГ ЭНГ АСОСИЙ ВОСИТАЛАРИ. Innovation in Primary Education, 2(3).