



USE OF INTERNATIONAL EXPERIENCE IN EDUCATION

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Abstract: The article describes the German education system, the French education system, the Japanese education system and the differences between them.

Key words: education, system, enlightenment, culture, school, pedagogue.

German education system: Germany is one of the centers of world enlightenment and culture. In this country, every citizen has the right to freely develop his personality, to choose a school, a place of study and a profession depending on his talents, inclinations and abilities. The school education system consists of primary and secondary educational institutions. Education in all public schools is free. School education in Germany is divided into the following school types: primary school; vocational schools; primary school; real school; gymnasium; general school; special school.

Primary school is the foundation of the education system. After primary school, students go to secondary school. Basic or comprehensive public school is compulsory for all students who have completed primary school and have not attended real school or gymnasium. Primary school teachers feel that they are not teachers, but social pedagogues. But students in the main school are forced to receive vocational education, despite their poor mastery. Real schools belong to the second level and usually include grades 5-10. The Real School provides high-level extended general education and prepares students for vocational training courses to become holders of professions that require high demands on independent thinking, responsibility, and people-leadership skills. German education has a very complex system in its own way. The German state has an educational system that has earned its place among the developed countries. French education system: The quality of education in France is controlled by the Inspectorate General for Education, Sports and Research. This general inspection works for 4 ministries.

The General Inspection performs 4 tasks:

1. Support - education, science, sports, culture administration offices, rectors of higher education.



2. Expertise - activities of ministries, agencies, contracts, leaders, services, structures, etc.
3. Evaluation - organizations, institutions, structures, social and political situation, personnel.
4. Control - organizations, institutions, services and personnel.

The diversity of experiences gathered in the General Inspectorate allows for the coordination of state policies from kindergarten to doctoral studies.

According to the French education system, a child goes to a preparatory class at the age of 6-7, and then studies in the same school for 4 years in the primary class. These primary classes usually operate as separate primary schools and are also separately inspected. The next level of secondary education is called college. The child studies there for 4 years and at the end of it, he gives a certificate as a part-time school graduate. For the next 3 years, he will study at lyceums of different fields and at the end, after passing the bachelor's exam, he will be admitted to higher education institutions depending on the result. The school director does not fire teachers. Teachers who do not perform well are inspected by the educational inspectorate according to the director's recommendation. His discipline, teaching activity, reputation among children and parents will be carefully studied and appropriate measures will be taken. Demand for school teachers is very high in France. Especially in elementary schools, a teacher should be a master of his profession, an excellent speaker, an artist, a musician, an athlete, an organizer, and an exemplary character. French educational systems do not provide for extracurricular institutions. However, there are various clubs in schools and lyceums. It has been more than 2 years since the establishment of the Education Inspection under the Cabinet of Ministers of the Republic of Uzbekistan. Over the past period, purposeful work has been carried out to study advanced foreign experiences in performing the tasks assigned to the inspection and to introduce them to the assessment of the quality of education in our country. We are currently adapting the advanced aspects of foreign pedagogy and making it one of the most advanced pedagogies in the world by introducing new subjects into the curriculum.

Currently in US pedagogy:

1. To educate the child in the spirit of confidence in his own strength and potential.
2. Struggle to realize the student's smallest personal potential
3. Do not humiliate the child, do not knock down human values and pride
4. Orienting the student to the profession from an early age
5. Educate with a spirit of pride and pride for the country.

**In Japanese education:**

1. Thoroughly prepare the child for school
2. Strengthening parents' responsibility for the education and upbringing of children;
3. Attention paid to the physical development of students;
4. High demand for teaching staff;
5. Consistent work with young talents.

In German education:

1. Strong focus on progressive learning;
2. Strengthening the labor education of students
3. Vocational guidance.

In French education:

1. Subject organization of education from pre-school education;
2. Thorough implementation of primary education in 3 stages
3. Great attention is paid to providing education with didactic tools.
4. Various firms, concerns, enterprises, strong connections and other exemplary aspects of educational institutions are moving to our education.

Conclusion: Of course, any innovation, change, serious analysis, experience comes into education. Uzbekistan is scheduled to participate in PISA and PIRLS international assessment system in 2021. Everyone should prepare for this test. That is, our 3rd graders this year will be 4th graders in 2021. In order to prepare students for this process, it is necessary to share the international experiences of developed countries participating in the international evaluation system.

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