



## "FINLAND" TECHNOLOGY IN THE EDUCATIONAL PROCESS

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### ABSTRACT

The article examines various aspects of Finnish teaching technology in the process of creative teaching in physics classes.

**KEYWORDS:** Finnish educational technology, quality of education, competence, competence approach, creative, education, educational process, students.

### INTRODUCTION

In the current era, the problem of forming a free, independent, creative thinking person requires the organization of educational and educational work in educational institutions based on the modern advanced pedagogical technologies of foreign countries recognized by the world. Such a process is not easy, because it is necessary to adapt the foreign experience to the local conditions and turn the education system into a strictly scientifically based pedagogical system.

The Finnish education system occupies one of the leading positions in the prestigious world ranking. Pupils of general education schools constantly demonstrate a high level of reading and natural-scientific knowledge, high knowledge of mathematics. Finnish higher education is famous all over the world and attracts students from different countries. Researchers repeatedly ask questions about the reasons for the high performance of the Finnish education system. The construction of the educational process is based on the principles of person-oriented pedagogy, which include: cooperation in education, equality, communication, taking into account the individual characteristics of each student. In addition, the distinguishing feature of the education system is its practical orientation (education for life, not for exams). Due to the above reasons, students of Finnish schools are more able to apply the knowledge they have acquired in practice. In this context, the most important thing is that a lot of work has been done to raise the reputation of the teacher in the country, according to various polls, the teaching profession is considered the most respected. An important role is also played by the Finnish society's attitude to education. Education in Finland is built on a person-oriented basis to create such an environment, where all participants in the process feel equally comfortable [1].

Looking at the historical roots of the problem, Finland began to pay serious attention to the problem of the quality of education in the 70s of the last century. The reason for this was the introduction of per capita financing. In 1994, the Finnish National Council launched a project on the development of methods for the evaluation of educational outcomes. The purpose of this project is to define assessment objects and criteria, to describe educational factors, and to develop a goal-oriented assessment strategy. Subsequently, the board of the National Board of Education approved the selected strategies and objects for the assessment of educational

outcomes. In January 1997, the document "Educational Evaluation Strategy" was published. Currently, the following criteria are used for quality assessment: 1) demand and supply of education, availability of education, mobility of the contingent, 2) activity and structure of the entire education system and its components, 3) interrelationship between the quality of education and its availability, 4) transformation of education and policy and development trends, 5) relationship between education and society, 6) programs and curricula, 7) educational achievements, 8) active placement of accents in assessment [2].

The current policy direction of the Finnish Ministry of Education and Culture is to provide meaningful and high-quality education for everyone. Preschool education is the first stage of education. Pre-school education is compulsory and free for children aged six. Its implementation is ensured by a specially developed curriculum. The purpose of preschool education is to prepare students for the next level of education at school [3].

The period of school education in Finland is twelve years. Its structure includes three main stages (Fig. 1) [4].



**Figure 1. Education structure in Finland.**

After the 9th grade, students choose vocational education or 10-12th grade (lyceum) at their own discretion, where preparation for entering higher educational institutions is carried out. Higher education can be obtained at polytechnic institutes (universities of practice) or traditional universities. The first is more connected with the regional labor market. Currently, there are 24 polytechnic institutes and 14 universities in Finland [5].

Based on the European core competencies, Finnish scientists distinguished 8 core competencies:

1. Communicate in mother tongue;
2. Communicating in foreign languages;
3. Mathematical knowledge, basic scientific and technological knowledge;
4. Digital and IKT knowledge, self-expression;
5. Studying;
6. Social and civic knowledge;
7. Initiative and entrepreneurial ability;
8. Cultural awareness and self-expression.

As a general conclusion, we can say that the priority principles of the Finnish education system are: cooperation in education, individual approach, comprehensive development of the learner, high levels of knowledge of teachers, equality and mutual trust. In Finland, the entire education

system and the teaching profession are respected. Here, education is considered a state value and is aimed at the well-being of the country's citizens. The success of education in Finland allows for a number of special characteristics and factors to be considered. First of all, education is one of the main values of the country and the direction of national development. Equality, the conditions created for the comprehensive development of the individual, respect for the teacher and the educational process, high-quality material supply, implementation of the principles of pedagogy aimed at the individual ensure the achievement of high-quality educational results [6].

In our opinion, one of the important principles of education organization is the interrelationship of all levels of education, from preschool to university. After general secondary education, students can choose between higher education, vocational-technical education or further education. From year to year, the percentage of graduates receiving higher education is increasing. Compared to the countries of the European Union, Finland is distinguished by high rates of successful completion of educational stages.

As a final conclusion, we can say that the priority principles of the Finnish education system are cooperation in education, individual approach, comprehensive development of the learner, high levels of knowledge of teachers, equality and mutual trust. In Finland, the entire education system and the teaching profession are respected.

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