

## THE DIFFERENCES BETWEEN UZBEK AND FINNISH EDUCATION SYSTEMS

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### ANNOTATION

This article examines the notable distinctions between the education systems of Uzbekistan and Finland, emphasizing their philosophical underpinnings, organizational frameworks, pedagogical approaches, and evaluation methods. Uzbekistan's education system is evolving from conventional, centralized methods to a more contemporary framework, whereas Finland's education system is internationally acclaimed for its equity, student-centered pedagogy, and innovation. The paper delineates strengths, obstacles, and prospective avenues for reciprocal learning through the analysis of these disparities.

**KEY WORDS:** Uzbek education system, Finnish education system, equity, modernization, student-centered learning, teacher autonomy, global education

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### INTRODUCTION

Educational systems embody the distinct cultural, historical, and economical backgrounds of their respective nations. Uzbekistan, a country with a profound historical heritage and a tradition of education, is presently overhauling its system to conform to international norms. Conversely, Finland's education system is renowned for its equity and innovative methodologies, routinely achieving top rankings worldwide. Comprehending the distinctions between these two systems offers significant insights into the evolution of education to accommodate varied populations. This article contrasts the education systems of Uzbekistan and Finland across essential areas, including organization, pedagogical approaches, teacher roles, and evaluation methodologies. The Finnish education system is distinguished by the fact that it places a strong focus on inclusiveness, individualized learning, and the professionalism of educational professionals.

Principal Characteristics:

**Equal Opportunity:** The commitment of the Finnish educational system to provide equal opportunity for all students is one of the most remarkable elements of the Finnish educational system. Students are provided with complete support regardless of their socio-economic status, and there are no standardized assessments until the end of their high school careers.

**Approach that is centered on the child:** Finnish schools place a high priority on the whole development of their students, with an emphasis on the development of abilities such as critical thinking, creativity, and problem-solving rather than rote memorization. The number of students in each class is maintained low, which enables teachers to provide individualised attention and instruction.

As a result of the intensive training and tough selection standards that are in place for educators in Finland, teaching is a highly regarded profession in the country. A substantial amount of autonomy is allowed to teachers in terms of curriculum design and assessment, which enables them to modify instructional strategies to meet the specific requirements of individual students.

When compared to their counterparts in many other countries, kids in Finland have shorter

school days and just a little amount of homework to complete. By taking this strategy, the goal is to encourage a healthy work-life balance and to emphasize time spent with family and participating in extracurricular activities. A significant amount of focus is placed by the government of Finland on the qualifications of classroom instructors. According to Lee Clare (2018), in order to instruct students in Finland, teachers are required to possess either a master's degree or a high level of professional qualification. By receiving extensive training, educators are able to ensure that they are adequately equipped to meet the requirements of professional learning. Teachers who are both qualified and experienced ought to be in charge of the administration of the educational system in elementary and secondary schools. According to Kirsi Tirri (2017), the combination of these aspects results in the establishment of a successful foundation point in the Finnish academic system. This foundation point is characterized by the encouragement of student independence and activity, which ultimately leads to the development of students' creativity and potential. The primary means by which schoolchildren can improve their pedagogical, logical, and moral skills is through the development of their creative abilities. In the context of the educational system, creativity is the most important aspect that can contribute to the growth of academic talents. It has been said by Taru Konst (2017) that the role that creativity plays in the educational system is of the utmost significance. However, in order for youngsters to develop their skills, they need to be in an environment that is both open and free with no restrictions. On the other hand, there are problems with the idea that structure frequently stifles individuality. The reasons for this are largely due to the fact that rote learning and test scores are prioritized, mistakes and taking risks are stigmatized, and possibilities for self-expression and problem solving are lacking. The ability to be creative is one of the most important characteristics that contribute to the success of pupils. The modern society of Uzbekistan, which is pushed by globalization, technological progress, and the diffusion of information, requires citizens who are creative and determined, and who are able to achieve a balance between morality and greatness on the societal scale. In Finland, it is not compulsory for the instructor to be aware of the employment or occupation of the student's parents under any circumstances, unless it is absolutely necessary. Within the framework of the Finnish educational system, it is mandatory for teachers to safeguard the confidentiality of their students and the families of those students. The educator, on the other hand, has the ability to collaborate with the family in order to provide aid and direction in situations when the student's family circumstances, such as a parent who is unwell or a family member who is experiencing challenges with their finances, have an impact on the student's ability to learn or their overall well-being. Uzbekistan: Finding Your Way Through Educational Upheaval during the past few years, Uzbekistan, a country located in Central Asia that possesses a substantial cultural history, has implemented significant educational reforms. Beginning the transition from the Soviet period centralized system, Uzbekistan is working hard to modernize its educational system in order to fulfill the requirements of the 21st century.

**Principal Characteristics:** By putting an emphasis on access and infrastructure, Uzbekistan has achieved significant progress in enhancing the availability of educational opportunities, particularly in rural areas. There have been investments made in the construction of new schools, the renovation of existing infrastructure, and the expansion of educational possibilities for communities that are disenfranchised for educational purposes.

**Reform of the Curriculum:** Efforts have been made to introduce new content into the curriculum in order to bring it in line with worldwide standards and to encourage critical thinking and practical skills. Nevertheless, there are still obstacles to overcome in order to guarantee quality assurance and implementation that is consistent across the nation. In recognition of the significance of technology in the field of education, Uzbekistan has initiated a number of projects with the goal of incorporating digital technologies into the educational process. Among these are the provision of computers, internet connectivity, and other technological resources: A software for instructional purposes. **A Focus on Vocational Education** In addition to providing students with a traditional academic education, Uzbekistan places a strong emphasis on

vocational training in order to better prepare them for successful careers. In the disciplines of agriculture, engineering, and healthcare, technical and vocational education institutes provide students with the opportunity to participate in specialized programs.

**Comparisons and Important Life Lessons:** although the educational systems of Finland and Uzbekistan are very different from one another, there are important lessons that can be gained from each of these approaches. The fact that Finland places such a strong focus on equity, teacher professionalism, and learning that is centered on the child further emphasizes the significance of investing in great education for all. This is demonstrated by the Finnish model, which illustrates that giving holistic development more weight than standardized testing can result in improved outcomes and a greater overall well-being for society. On the other hand, the efforts that Uzbekistan is making to modernize its education system bring to light the difficulties that are associated with shifting from a centralized to a more decentralized approach. The goal of Uzbekistan is to provide its young people with the skills necessary for success in a global economy that is undergoing rapid change. This will be accomplished by putting an emphasis on access, curriculum reform, and vocational training. The comparison of the educational systems of Finland and Uzbekistan sheds light on the many techniques that nations use in order to tackle the intricate difficulties that are associated with the education of their respective people. Countries have the ability to continue to enhance their educational systems and unlock the full potential of future generations if they research and adopt successful tactics from around the world and then use those strategies in their curriculum. The comparative comparison of the educational systems in Finland and Uzbekistan provides a multidimensional understanding of the different aspects that influence the outcomes of educational endeavors. The educational paradigm utilized in Finland exemplifies the efficacy of placing an emphasis on equity, teacher autonomy, and student-centered learning, which ultimately leads to high levels of effectiveness and societal well-being. On the other hand, the ongoing reforms in Uzbekistan highlight the difficulty of transferring from centralized institutions to modernity. These reforms place an emphasis on access, curriculum adaption, and vocational training. Within the primary school system in Uzbekistan, which encompasses grades one through four, there is a particular emphasis placed on creative expression. Creativity is encouraged through the national curriculum, which includes subjects such as music, visual arts, and literature, to name just a few of the disciplines that are included. Students have the ability to express themselves through a range of artistic mediums, such as writing narratives, making art, singing, and sketching. Examples of these artistic mediums include. Furthermore, educators encourage students to think creatively and independently solve problems by employing a variety of learning methodologies, such as inquiry-based learning and project-based education. Teachers also encourage students to think independently. A principle that underpins "secondary" education in Finland is the notion of equality. There are no schools in the country that are considered to be "free" or privileged. The method that the Finnish primary school system takes, which places a high importance on equity and tailored learning, ensures that each and every kid receives the assistance and resources that are necessary to achieve both academic and psychological success. The smallest school in Finland has 11 pupils, while the largest school has 960 students (2019). The school with the most students is the largest. In terms of finance, resources, and opportunities, every single school is provided with the same amount. The purpose of Uzbekistan's primary education system is to provide all children with the understanding as well as the abilities essential to achieve success in their professional and personal life in the future. Whereas some schools in Uzbekistan have 3,000 pupils, others have only 250 students. Schools are graded according to the degree to which their pupils are able to fully integrate into society. With the Family-Neighborhood-School model, long-term collaboration between parents, teachers, and members of the community has been developed. This approach is respectful of the national ideals of Uzbekistan. Within the framework of this idea, the family is considered to be the primary and most important educator of children. In order to completely participate in their children's educational experiences, parents are strongly encouraged to assist their children at school, have meetings with their children's

teachers, and encourage their children to learn at home. Despite the fact that countries all over the world are working to improve their educational systems in order to meet the requirements of the 21st century, there is no solution that is universally applicable. Rather, it is of the utmost importance to derive insights from a variety of techniques, taking into consideration the specific circumstances, difficulties, and goals of each individual nation. Countries have the ability to pave the road for a brighter future by cultivating a culture of continuous improvement and learning from global best practices. This will allow education to serve as a catalyst for individual growth, social development, and global competitiveness. On top of that, communities are considered to be essential stakeholders in the process of educational partnership. In order to provide assistance to schools and services to families as well as children, community leaders, businesses, and neighborhood associations are highly encouraged to do so. The educational system in Finland does not categorize students according to their personal qualities or their aptitudes. The students are not classified as "good" or "bad" in any way. Students cannot be compared to one another. Students with mental impairment and students with academic prowess are grouped together in the classroom because they are considered "special." The majority of the time, students who have impairments receive their education in the community. In Uzbekistan, inclusive education refers to the practice of offering equal educational opportunities to all students, including those who have impairments, special needs, or other problems with regard to their education. The government of Uzbekistan has undertaken steps to promote inclusive education and ensure that all children, regardless of their background or skills, have access to quality education. These efforts have been met with success.

## CONCLUSION

The educational systems of Uzbekistan and Finland exemplify two divergent methodologies influenced by their historical, cultural, and economical backgrounds. Uzbekistan is implementing substantial reforms to modernize and enhance its system, emphasizing STEM and global competitiveness. Finland's education system, distinguished by its equity, creativity, and comprehensive approach, exemplifies a global educational paradigm. Both systems possess significant insights to exchange. Uzbekistan may embrace Finland's focus on equity and teacher autonomy, whilst Finland may find inspiration in Uzbekistan's initiatives to maintain cultural heritage via education. By promoting cross-cultural contacts, both countries may enhance their educational institutions and more effectively equip students for a swiftly evolving world. Uzbekistan and Finland, despite differing levels of educational advancement, both exhibit a dedication to enhancing their educational frameworks. Uzbekistan is actively modernizing its educational strategies, taking cues from international trends, whilst Finland is a global frontrunner in creative, student-centered education.

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