



FOREIGN EXPERIENCE IN THE FIELD OF LIBERALIZATION OF THE EDUCATIONAL PROCESS AND THE WAYS OF USING IT

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Annotation

Education is one of the most important issues in all period. Today, various measures are being carried out further improvement this process in our country. This article discusses the liberalization of the educational process by exploring ways to use foreign experience.

Keywords: educational process, liberalization, foreign experience, teacher, pupil, primary school, individual approach, curricula.

The National Program of Personnel Training of the Republic of Uzbekistan has been stated that "the integration of Uzbekistan in the World union, the strengthening of the country's position and prestige in the world" as a factor in education reform. Indeed, today the integration process of peoples and nations around the world is improving rapidly. In this process, there is a strong need for creative use of the experience of advanced countries in the field of education reform. Because since the 80s of the last century, reforms in the field of education began to be carried out within the framework of major state programs. For example, Japan's "Education Model for the 21st Century, Education and Society Development, Research" (1984), France's "Future Education" (1985), Germany's "Education in 2000", the United States' Education for Americans in the 21st Century" (1994), The US Congress State Program "The Nation at Risk" (1983), UNESCO "Education for Life", the American Society for Science "Science for All Americans" (1985), in Russia "National Doctrine of Education until 2025" (1999) and "Modernization of Education" programs such as the "concept" have opened the way for education reform around the world. Together with these programs, the National Program of Personnel Training of the Republic of Uzbekistan was created in 1997 and adopted at the IX session of the Oliy Majlis of the first convocation.

The idea of continuing education has been adopted as a strategy in all the programs that we mentioned above and this strategy forms the basis of education policy. For more than 20 years, the problem of reforming the general secondary education process in all developed countries has been in the center of attention of pedagogy. Today, we consider that it expedient to study the problem of liberalization of the educational process in the education system of the Republic relying on the experience of foreign countries in expressing our scientific conclusions. Especially, rapid steps in developed Western countries and the United States and Japan are being taken in this field. Reforms in the education system of foreign countries, of course, have their own peculiarities and aspects of popularization. We aim to highlight the aspects which can be integrated into our education system through the study of foreign experience and scientific analysis.



1. The process of primary education abroad covers children aged 6-12.
2. In developed Western countries, the content of primary education is more important because it is closer to social life and it focuses on the adaptation of the individual to society.
3. The process of primary education is limited to the development of more general cultural skills in the pupil.

This is an important aspect of child development. During this period, special attention is paid to developing pupils' intellect. The knowledge provided to students in primary education is very different from that in grades 5-9. Education in this period is limited and the main goal of this process is to instill in students a sense of self-maturity. Maximizing pupils' time and effort is a key criterion in the learning process.

The education system of foreign countries, which science and industry are developing, is characterized by the fact that it is oriented to practice and the micro-fields which operate at the stage of general secondary education differ in content and essence. In the third stage of continuing education in foreign countries, each educational institution operates on the basis of its own private-democratic principles. In our country, the general secondary education process is organized on the basis of centralized management to date limits the possibility of using alternative teaching materials and teaching aids in the educational process. This condition disturbs for individual development and the improvement of designing ability. As a result of the use of alternative educational tools, there is an opportunity to create individual directions of personal development. It is also necessary to develop different types of pedagogical support for pupils, including the improvement and development of student activities, the elimination of negative situations in it.

It must be acknowledged that only the content of the learning process aimed at the development of the child provides an increase in individuality in them. Of course, in all countries as in ours, the public education sector cares for its regular reform and development. However, on the basis of state educational standards, programs are created in the form of alternative and differentiated teaching aids, depending on the capabilities of children and individual regions.

The teacher's achievement is great in ensuring the success of the learning process. In developed countries, the teacher is given immense freedoms. At the same time, the teacher also works tirelessly and shows initiative on a regular basis. The teacher does their best to achieve the goal set in the learning process and considers this to be their main task.

In general, it can be said that the component of knowledge in the content of the education system of European countries and the United States is minimally conducted. More emphasis will be placed on exploring the relationship between practice and production in each field. This is especially observed in mathematics and science subjects.

As we mentioned above, the desire to develop more practical skills can be observed in the content of social and humanitarian subjects in our education system. These are directed in subject's cycle of socialization of the individual: the foundations of economic knowledge, literature, history, the foundations of state and law, and so on.



Until these days, our education system is lagging behind in the development of information technology and computerization of educational materials. In recent years, another unique aspect observed in the European education system in recent years is the organization of the learning process aimed at the development of design activities. The development of design activities is combined with a subject-based approach to the content of education.

In the subject-based lesson system, micro-fields are organized as a number of devices within the learning process. The education system, which is modeled on the European education system and in a number of developing countries, alternative systems based on this model are also emerging or spreading. Basically, the Waldorf and Montessori schools are one of such approaches. We have successfully used Waldorf pedagogy and Montessori technologies in both primary and preschool education in our country.

The purpose of the general secondary education process is to generalize best practices related to the development of the student's personality. One of the important tasks of the learning process is primarily focused on the development of the individual. This is largely due to the development of educational programs. First and foremost, these programs should integrate all aspects of pedagogical impact. In our education system, the programs are mainly limited with expressing the content of the subject nowadays.

Purposeful development of curricula, the creation of alternative teaching aids, the freedom of educational institutions in the field of management, the enrichment of the educational process with multidimensional micro-areas. To open a wide range of student design activities, to implement an individual approach to the individual in the student-learning process, to organize the content of the educational process to the age of pupils, to organize teaching in the educational process taking into account their interests, cognitive abilities, as a result of the creative use of best practices in the field, the level of efficiency of the general secondary education process will increase.

Pupils will have the opportunity to find and sustain their own individual learning ways. As a result of the pupil's choice of individual educational way, mainly their independent thinking, design and -individual activity develops. In the process of general secondary education, it is necessary to individualize educational fields of pupils from class to class. This requires an increase in the number of forms of pupil activity. For instance, the acquisition of knowledge, from its usage in practice to construction, design should be carried out by the pupil.

From the point of view of liberalization in the educational process, it is important to open a wide range of pupil's design and design activities. The student tends to think more logically as a result of engaging in design activities. That is to say it demonstrates and develops fantastic and inventive abilities. Giving a chance of design activities in the learning process not only allows the pupil to demonstrate design ability, free thinking potential, but also helps to distinguish the act of examining their own projects from productive activities. The development of design activities depends on how free and multifaceted the learning process is. This type of pupil's activity develops in the conditions of a specially organized laboratory by teachers. This comfort creates an opportunity for pupils to move independently. It allows



achieving real results in absolutely safe situations. Skills developed in culturally appropriate environments provide for inspection.

Nowadays, such laboratories have been established in a number of schools in our country, but we can not say that pupils are involved in design activities in these laboratories. At the same time, the project is considered to be one of the type of independent work which has been done by pupils. It is important to present it to others as a result of pupils' independent work.

As a means of presenting the project into practice, there is a need for pupils to apply the knowledge and skills that they have acquired in the subject, as well as in several related disciplines at the same time. In the educational process, the integration of academic disciplines as a result of the pupil's design activities and the implementation of the basic principles and strategies for the liberalization of the educational process will create favorable conditions for the application of knowledge and skills in practice.

By designing the learning process in a free manner and focusing on the individual pupil, their design activities begin at the end of the 4th grade at the beginning of the 5th grade of general secondary education. Because it expands the ability of pupils to acquire knowledge and apply it. Project activities can be carried out independently and individually as a result of group assignments. Ideas about the project can be appeared as a logical continuation of the material during the implementation of educational activities in the educational process.

Pupils' design activities can be both naturally independent and creative requiring the application of knowledge which incorporates knowledge related to several academic subjects. The development of this activity requires the use of integrative disciplines in educational practice. In order to engage the pupils in the design activity and to develop this activity on a regular basis, it is important not to allow the learning process to be monotonous.

It is necessary to create conditions for pupils to be as practical, creative and independent works as possible. In this position it creates an awkward situation for regular changes. The need to combine different types of pupil activities also creates an environment conducive to the harmonization of all types of activities and the formation of a wide range of pupils. At the same time, it helps to bring up a sense of self-reliance and responsibility. In the multifaceted activity of the pupil and the transition from one type of activity to another, each pupil develops the ability to set their individual and specific goals in the learning process. The very goal strengthens the pupil's ability to work independently and creatively and he or she acquires individuality.

As a result, pupils are responsible for their own independence which has their own program of action. Thus, as long as the liberalization of the learning process can be achieved through the orientation of the pupil, the creation of multidimensional micro-fields in the educational process, an individual approach to the pupil, the promotion of independent learning, the integration of disciplines, the differential approach to pupil's personal abilities and then independent activities can be achieved.



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