



EDUCATION SYSTEMS OF ECONOMIC DEVELOPED COUNTRIES AND THEIR SPECIAL FEATURES

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ABSTRACT

This article discusses the education system in the country. Various theories and opinions of scientists on the issues of ensuring economic growth through development, the role of the education system in the economy were studied. The comparative analysis method was used in the preparation of the article, and the opinions and research of several scientists on the relationship between the level of education of the population and economic growth were studied.

Nowadays, the main goal of many countries in the world is to ensure economic growth. Because this population marriage level increase , their work with busyness provide and society well-being reinforcement main engine However , it is stable . and solid economic to grow achieve for one row factors into account to take necessary . They inside the most from the main ones one country population knowledge level .

Nowadays, we all know that education is one of the most important tools that contribute to the development of human capital. Education forms the skills and competencies necessary for participation in the modern economy and allows people to adapt to the modern and rapidly changing labor market. Therefore, the issue of population education is the focus of attention not only of researchers, but also of policymakers and economists.

The impact of education on a country's economic growth has been studied by both classical and modern economists. For example, classical economist Adam Smith's "An Inquiry into the Nature and Causes of the Wealth of Nations" emphasized the importance of education in increasing labor productivity. This work examined the possibility of educated workers using modern methods and technologies more effectively.

Another scholar of education, Patrinos (2016), briefly addresses the question of which level of education to pursue, noting that higher education has the highest rate of return, and

that most policymakers are calling for more emphasis on developing more higher education institutions in the country. However, he argues that while the country should focus more on higher education, it is important not to underestimate the role of primary and secondary education. The author also explores another specific aspect of education, namely that investing in all levels of education can improve the well-being of future generations by positively affecting women's health and literacy. At the same time, countries that invest in women's higher education believe they have made the right investment in improving the overall efficiency of their sectors and industries and further narrowing the gender gap. The development of technological capabilities and technical changes in the education industry : most respondents believe that it is easier to find a good job with a diploma. The second place on the list of reasons is taken by money, and the third is the opportunity to make a decision about the choice of life path. In addition, high school is an important factor.

Of course, education alone cannot transform the economy. The volume and quality of domestic and foreign investment, as well as the general political environment, are other important factors that determine economic performance. However , human tara last This is also the level to factors impact Politics working exit and investment decisions acceptance to do quality inevitable accordingly managers knowledge to the level related . Human capital level high if , internal and foreign investments more to be possible .

Education also affects the nature and growth of exports, which in turn affects the rate of economic growth. Developed in countries worker of strength information and qualification his/her trade to the forms impact does .

Studying and using foreign pedagogical experience is one of the ways to increase the effectiveness of education . The science of education - educology, like other areas of knowledge and social practice, cannot develop without studying and assimilating world experience. In recent years, global changes have occurred in the field of education around the world. They have had a profound impact on world education, opening up new avenues and opportunities for innovation and development. Education has become a medium for the exchange of spiritual experience, the basis for the formation of a universal human civilization while preserving social, cultural and political differences .

In educational programs and methods, old elements that have outlived their usefulness die out and are replaced by new elements that are relevant to the times . Understanding this dialectical process allows us to approach education as an important means of development that requires continuous adjustments while preserving time-tested traditions and implementing new , effective ideas .

In the developed countries of the world, the problem of educating a person who is developed in all respects is the main requirement of the present day. Because the revolutionary changes taking place in society cannot be implemented without changing the person himself. However, the upbringing of a new person does not happen by itself, but in the process of renewing social relations. In this process, the school system plays an important role.

From this point of view, it is especially important to look at the existing experience in the field of education, including foreign experience , with fresh eyes, to re-understand it, and to find ways to use advanced ideas in national educational practice . Finding solutions to complex problems in the field of education requires combining the efforts of all education systems in

the world. The search for a paradigm for future learning is becoming a powerful additional factor in its unification .

Education as a cultural phenomenon is distinguished by its openness and readiness for cultural dialogue. This is reflected in the desire for active interaction with the education systems of other countries. As a result, a variety of practices are emerging in the field of higher education . The desire to identify a general picture describing the development of modern education leads to the study of the experience of various countries of the world.

When we say education, we are talking about general education, and I am talking about school and higher education, as well as other specialized education. Education, like other investments, has incentives. If there are incentives, people will think about investing in education. One of the main dimensions of this decision is whether it is possible to monetize these investments? Of course, this is something that is made with the future in mind. At the same time, people's decisions are not made with the long term in mind. In general, people's investment in social sectors depends on their expectations for the future, and if these expectations are not good in a country, people may invest less in education. If there is optimism about the future in a given country, if there is more confidence in the development of this country or its departure from it, then they are more likely to invest in education.

Of course, since the first years of independence, great attention has been paid to reforming the education system in our country, and to date, certain achievements have been made in this area. Major changes have occurred in the system of continuous education, in particular, in preschool education, general secondary education, secondary specialized, vocational education, higher education, advanced training and retraining of personnel, and types of extracurricular education. The achievements are ours.

Is our current education system able to meet the demands of globalization as well as in modern, developed countries? What problems are there in the education system that are waiting to be solved? The shortcomings of the system include the fact that the national personnel training system does not fully meet the market requirements in the process of globalization, the lack of improvement of the material, technical and information base of the educational process in the education system, the lack of highly qualified pedagogical personnel, the lack of educational, methodological and scientific literature that meets the requirements of the present day, and the weak interaction between science, education and production.

Today, it cannot be said that the ability to think independently is not fully developed among schoolchildren and students graduating from educational institutions. They do not have enough skills and knowledge to make decisions based on scientific achievements and practice. Therefore, most of our young people who have graduated from schools, colleges and academic lyceums cannot find their place in independent life. It is no secret that only about 10 percent of graduates of academic lyceums and vocational colleges enter universities in the first year.

In the conditions of Uzbekistan, we cannot say that the work of the "Control of State, Public Organizations and Personnel Customers" and "External Evaluation" (by the Ministry of Higher Education) of the control over ensuring the quality of education in higher education is working effectively. In particular, the activity of the "Control of State, Public Organizations and

Personnel Customers" specifically in the "Public Organizations and Personnel Customers" section is not significant.

There are 4 globally recognized and proven models of training personnel and reforming the education system in higher education institutions. These are the models of the USA, France, Germany and Japan. Although they are close to each other in terms of general principles and directions, they differ depending on the current economic, socio-political situation, national characteristics and living conditions of citizens in these countries.

In the process of globalization, the development of science and new technologies plays an important role in ensuring the sustainable development of our country. It is gratifying that the leadership of our country is paying great attention to these areas.

In our country, a number of changes have been made in the development of the education system, by introducing a system of transition from quantitative indicators to qualitative indicators. In particular, on May 24 of this year, the Decrees of the President of the Republic of Uzbekistan No. PF-81 "On improving the system of admission to higher education institutions and placement of state orders" and No. PF-82 "On improving the procedure for allocating educational loans from budget funds to students and pupils of higher and professional education institutions" were adopted. The adoption of these decrees allows the higher education system in the country to become more efficient and qualitative.

Taking this into account, great work is being done in this regard in our country, and it is planned to continue such effective measures on a large scale in the future.

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