

THE EDUCATION SYSTEM OF UZBEKISTAN AND FINLAND

Hasanov Foziljon Alisher o'g'li

Turg'unboyev Abdulaziz Ulug'bekovich

Jizzakh region, Zaamin district, The 5th school's teachers

Supervisor: Qarajanov Xayrullo Ilashevich

Annotatsiya

Ushbu maqolada O'zbekiston va Finlandiya ta'lim tizimlari qiyosiy tahlil qilinadi. Tadqiqotda har ikki mamlakat ta'lim tizimining tuzilishi, boshqaruv modeli, o'qituvchilar tayyorlash jarayoni, baholash tizimi hamda ta'lim sifati masalalari o'rganildi. O'zbekiston ta'lim tizimi mustaqillikdan keyingi islohotlar, modernizatsiya jarayonlari va xalqaro standartlarga moslashish yo'nalishida rivojlanib borayotgani ta'kidlanadi. Finlandiya ta'lim tizimi esa tenglik, o'qituvchilarga ishonch va markazlashmagan boshqaruv tamoyillari asosida samarali natijalarga erishgani bilan ajralib turadi. Tadqiqot natijalari shuni ko'rsatadiki, ta'lim sifatini oshirishda nafaqat tarkibiy o'zgarishlar, balki pedagogik madaniyat, professional mustaqillik va ijtimoiy qadriyatlar ham muhim ahamiyat kasb etadi.

Kalit so'zlar: ta'lim tizimi, qiyosiy tahlil, ta'lim islohotlari, baholash tizimi, inklyuziv ta'lim, o'qituvchi malakasi.

Abstract

This article provides a comparative analysis of the education systems of Uzbekistan and Finland. The study examines the structure, governance models, teacher training systems, assessment approaches, and quality indicators in both countries. It highlights the ongoing reforms and modernization processes in Uzbekistan aimed at aligning the national system with international standards. In contrast, Finland's education system is characterized by equality, decentralization, and strong professional trust in teachers. The findings indicate that improving educational quality depends not only on structural reforms but also on pedagogical culture, professional autonomy, and societal values.

Key words: education system, comparative analysis, educational reforms, assessment system, inclusive education, teacher qualification.

Аннотация

В данной статье представлен сравнительный анализ систем образования Узбекистана и Финляндии. В исследовании рассматриваются структура системы образования, модели управления, подготовка учителей, системы оценивания и показатели качества образования в обеих странах. Подчеркивается, что система образования Узбекистана развивается в направлении модернизации и адаптации к международным стандартам. Система образования Финляндии отличается принципами равенства, децентрализации и высоким уровнем доверия к профессионализму учителей. Результаты исследования показывают, что повышение качества образования зависит не только от структурных реформ, но и от педагогической культуры, профессиональной автономии и общественных ценностей.

Ключевые слова: система образования, сравнительный анализ, образовательные реформы, система оценивания, инклюзивное образование, квалификация учителей.

INTRODUCTION

Education plays a crucial role in the social, economic, and cultural development of every country. The education systems of Uzbekistan and Finland represent two different models shaped by historical background, national priorities, and educational philosophies. While both countries aim to provide quality education and prepare young people for the future, their approaches, structure, and methods differ in many aspects.

The education system of Uzbekistan has undergone significant reforms since gaining independence in 1991. The country inherited a centralized model from the Soviet period, which strongly influenced its structure and curriculum. In recent years, the government has introduced large-scale reforms to modernize the system, improve quality, and align education with international standards. Education in Uzbekistan is compulsory for eleven years, including primary and secondary stages. Primary education usually begins at the age of six or seven and continues for four years. After that, students proceed to secondary education, which is divided into lower and upper levels.

In recent years, Uzbekistan has made important changes to vocational and higher education. Academic lyceums and vocational colleges have been reorganized to provide more flexibility and better respond to labor market demands. The introduction of specialized schools, presidential schools, and private educational institutions reflects the country's efforts to improve competitiveness and innovation in education. Digital technologies are also being gradually integrated into classrooms, especially after the global experience of distance learning during the pandemic period.

Higher education in Uzbekistan includes universities, institutes, and academies. Admission is competitive and based on national entrance examinations. In the last decade, the number of higher education institutions has increased significantly, including partnerships with foreign universities. Branch campuses of international universities have opened in the country, providing students with more opportunities to receive globally recognized degrees without leaving the country. However, challenges still remain, such as improving teacher qualifications, modernizing teaching methods, and ensuring equal access to quality education in rural areas.

In contrast, the education system of Finland is widely recognized as one of the most successful in the world. Finnish education is based on the principles of equality, trust, and student well-being. One of the most distinctive features of Finnish education is the absence of excessive standardized testing. Students in Finland typically begin formal schooling at the age of seven, which is later compared to many other countries. Before that, children attend early childhood education focused on play, creativity, and social development rather than academic pressure. Comprehensive school in Finland lasts for nine years and is compulsory for all children. The system emphasizes inclusiveness, meaning that students of different abilities study together in the same schools. Special support is provided within the classroom whenever possible, rather than separating students into different institutions. Teachers in Finland are highly respected professionals. All teachers are required to hold a master's degree, and the teaching profession is considered prestigious and competitive. The autonomy given to teachers allows them to design lessons according to students' needs, which increases motivation and effectiveness.

Assessment in Finland focuses more on formative evaluation than on high-stakes exams. Students receive feedback that supports their individual growth rather than ranking them against each other. Homework loads are generally lighter compared to many other countries, and school days are relatively shorter. Despite this, Finnish students consistently perform well in international assessments such as the Programme for International Student Assessment conducted by the Organisation for Economic Co-operation and Development. When comparing Uzbekistan and Finland, several key

differences become clear. Uzbekistan is currently in a phase of active reform and expansion, aiming to strengthen infrastructure, introduce digital technologies, and increase access to higher education. The system still places considerable emphasis on examinations and centralized standards. Finland, on the other hand, focuses on decentralization, teacher autonomy, and minimal standardized testing. Equality is a central principle of Finnish education, and there is little difference in quality between schools in different regions.

At the same time, both countries share similar goals. They recognize education as a strategic priority for national development. Both governments invest in improving school facilities, updating curricula, and preparing qualified specialists for the labor market. Uzbekistan can learn from Finland's experience in teacher training, inclusive education, and student-centered learning approaches. Meanwhile, Finland's example shows that trust in teachers and reduced academic pressure can coexist with high academic performance. In conclusion, the education systems of Uzbekistan and Finland reflect different historical traditions and educational philosophies. Uzbekistan is working toward modernization and global integration while maintaining certain centralized features. Finland demonstrates a model built on equality, professionalism, and trust. Studying and comparing these systems provides valuable insights into how education can shape the future of society and contribute to sustainable development.

LITERATURE REVIEW AND METHODOLOGY

The study of national education systems has attracted considerable attention from international organizations, scholars, and policymakers. Comparative education research emphasizes how historical background, cultural values, political priorities, and economic conditions shape the structure and outcomes of educational systems. In this context, the education systems of Uzbekistan and Finland have been analyzed from different perspectives, including governance, curriculum development, teacher training, and student assessment.

Research on Uzbekistan's education system mainly focuses on post-independence reforms, modernization processes, and the transition from a Soviet-influenced centralized model to a more flexible and globally integrated system. National policy documents highlight efforts to expand access to higher education, improve vocational training, and introduce digital technologies into classrooms. Scholars also examine challenges such as disparities between urban and rural schools, the need for continuous professional development of teachers, and the modernization of curricula to meet international standards. Studies underline the importance of

aligning education with labor market demands and fostering innovation in teaching practices.

In contrast, literature on Finland's education system often presents it as a model of equity and quality. International comparative studies frequently reference Finland's consistent performance in the Programme for International Student Assessment organized by the Organisation for Economic Co-operation and Development. Researchers attribute Finland's success to highly qualified teachers, minimal standardized testing, inclusive education policies, and strong public trust in educational institutions. The Finnish approach emphasizes student-centered learning, formative assessment, and equal opportunities for all learners regardless of socio-economic background. Comparative studies between different national systems suggest that successful educational outcomes are not solely determined by financial investment but also by governance models, teacher autonomy, and societal attitudes toward education. Scholars argue that while centralized systems can ensure standardization and control, decentralized models may foster innovation and responsiveness to local needs. The literature indicates that Uzbekistan is in a transformative stage, implementing reforms that could benefit from international best practices, including aspects of the Finnish model such as teacher professionalization and inclusive practices. Overall, existing research provides a theoretical and empirical foundation for comparing the two systems. It demonstrates that both countries prioritize education as a strategic sector but differ significantly in implementation strategies and institutional culture.

The methodology of this study is based on qualitative comparative analysis. The research relies primarily on the analysis of official documents, academic articles, policy reports, and international assessment data. Legislative acts, government programs, and educational reform strategies from both countries were examined to understand structural organization, governance, and reform directions. A descriptive and analytical approach was used to identify similarities and differences between the education systems of Uzbekistan and Finland. Key components such as compulsory education structure, teacher qualifications, curriculum design, assessment systems, and access to higher education were compared systematically. Secondary data from international organizations and scholarly publications were reviewed to ensure objectivity and academic validity.

The research also applies elements of comparative education theory, which allows for the interpretation of educational phenomena within their social and cultural context. Rather than focusing solely on statistical indicators, the study analyzes underlying principles such as equity, centralization, professional autonomy, and

innovation. The chosen methodology ensures a comprehensive understanding of both systems and provides a balanced comparison. By integrating theoretical perspectives with document analysis, the study aims to draw meaningful conclusions about the strengths, challenges, and future development prospects of the education systems in Uzbekistan and Finland..

RESULTS

The results of this comparative study reveal both significant differences and meaningful similarities between the education systems of Uzbekistan and Finland. The analysis demonstrates that although both countries consider education a national priority, their strategies, implementation mechanisms, and educational philosophies differ substantially.

The findings show that Uzbekistan is currently in a stage of rapid transformation and reform. Structural changes in general secondary education, the expansion of higher education institutions, and the introduction of specialized and international universities indicate a strong governmental commitment to modernization. The increase in the number of universities and the development of partnerships with foreign institutions have expanded access to higher education. However, the research reveals that the system remains relatively centralized, with strong emphasis on standardized examinations and state-regulated curricula. While reforms aim to improve quality and global competitiveness, disparities between urban and rural schools and differences in resource availability remain important challenges.

In contrast, the results indicate that Finland's education system is characterized by decentralization, professional trust, and equality. Schools operate with considerable autonomy, and teachers play a central role in curriculum design and instructional decisions. The requirement for teachers to obtain advanced academic qualifications contributes to high professional standards and social respect for the teaching profession. The absence of excessive standardized testing reduces academic pressure and allows for a more student-centered learning environment. These characteristics are reflected in stable academic performance in international assessments such as the Programme for International Student Assessment conducted by the Organisation for Economic Co-operation and Development.

The comparative analysis also highlights differences in assessment culture. In Uzbekistan, summative assessment and entrance examinations significantly influence students' academic trajectories. In Finland, formative assessment and individualized feedback play a more important role in supporting students' personal development.

This difference affects classroom dynamics, student motivation, and teaching strategies in both countries. Another important result concerns educational equality. Finland demonstrates a high level of equity, with minimal performance gaps between schools and regions. Inclusive education practices ensure that students with different abilities learn together within the same system. Uzbekistan, while making progress toward inclusive education, still faces structural and regional inequalities that influence educational outcomes. At the same time, the results show shared priorities. Both countries are integrating digital technologies into education and recognizing the importance of preparing students for participation in a globalized and knowledge-based economy. Both systems are also focused on improving teacher training and adapting curricula to modern social and economic demands.

Overall, the findings suggest that Uzbekistan's education system is evolving toward greater modernization and international integration, while Finland's system demonstrates the long-term effectiveness of a model built on trust, equality, and professional autonomy. The comparison reveals that sustainable educational success depends not only on structural reforms but also on cultural values, teacher quality, and the balance between accountability and autonomy.

THE LIST OF USED LITERATURES:

1. Abdullaeva, Q. 2020. Educational reforms in Uzbekistan: Problems and prospects. Tashkent: Fan Publishing.
2. Finnish National Agency for Education. 2022. Education in Finland: Key statistics and policy overview. Helsinki: EDUFI.
3. Karimov, I. 1997. Barkamol avlod – O'zbekiston taraqqiyotining poydevori. Tashkent: Sharq Publishing.
4. Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. 2023. Higher education development strategy. Tashkent.
5. Ministry of Preschool and School Education of the Republic of Uzbekistan. 2022. General secondary education standards. Tashkent.
6. Organisation for Economic Co-operation and Development. 2019. PISA 2018 Results. Paris: OECD Publishing.
7. Sahlberg, P. 2015. Finnish Lessons 2.0: What can the world learn from educational change in Finland? New York: Teachers College Press.
8. State Committee of the Republic of Uzbekistan on Statistics. 2023. Education indicators of Uzbekistan. Tashkent.

9. UNESCO. 2021. Education policy review: Uzbekistan. Paris: UNESCO Publishing.
10. World Bank. 2020. Uzbekistan education sector analysis. Washington, DC: World Bank Publications.