



Education and Training in Foreign Countries

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ABSTRACT

Currently, in developed countries, where information technology has taken a leading role, it has become necessary to update the system of schools, the content of education. The methods and techniques of teaching the old are spiritually outdated, and the need for methods and forms of education based on advanced pedagogical technologies has increased.

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Nowadays, in developed countries, where information technologies have taken the leading place, it is necessary to update the school system and the content of education. The old methods and methods of teaching have become obsolete, and the need for methods and forms of education based on advanced pedagogical technologies has increased.

While our ancient ancestors studied the complex natural processes of the world, they understood man, his spiritual and moral maturity not beyond the universe, maybe they see it as inside this world. According to them, a person is a small universe within the universe, in which all the features of the big universe are reflected. This situation requires a good knowledge of man, the human world, before fully imagining the world. From this point of view, in the developed countries of the present era, one-sidedness can be seen in viewing man as a supreme product of nature, as a part of the universe.

In the current era, when effective reforms in education are required, the members of society who can successfully operate in the conditions of scientific and technical development and new technological revolution

are required. to cultivate, introduction of public service and multi-variable third stage of secondary education in guiding the young generation to professions, using pedagogical tools to improve the content of education, widening the path to initiative and creativity in education, its important Studying foreign experiences, such as creating systems, is the same term.

It is a recognized fact that education in developed foreign countries is a social process that actively affects the country's business policy. Because of this, the amount of funds allocated for the economic provision of school needs in foreign countries is increasing year by year.

In Japan, for example, the idea that "the school is a symbol of success and well-being" is no longer a grudge, but the idea that "it improves people" has become a belief and faith. Care about education has always been in the attention of famous politicians. That is why former American President R. Reagan, British Prime Minister M. Techher, and French President F. Mettiran are not without reason called initiators of school reform. F. Mitterrand

considered the school to be "the driving force of society".

In developed countries, there are a large number of scientific institutions that carry out pedagogical research. There are more than two thousand of them in Germany. Problems of educational theory in France, America, Japan with hundreds of countries and private organizations, universities, pedagogical research centers are engaged. Their activities are coordinated by international educational centers, for example, the American International Institute. Many activities are aimed at improving and restructuring the curriculum.

Changing school programs is carried out in two main directions: extensive and intensive.

In the first case, the study period is extended, the volume of study materials is increased; in the second case, a completely new program is created. In this case, the second way, according to most experts, is acceptable. In 1961, on the basis of the principles of "New Basics", the reform of American secondary schools began. The essence of this is that there are five compulsory courses in English language and literature (four years), mathematics (four years), natural sciences (three years), social sciences (three years), and computer technology (half a year). education was introduced.

In the 1980s, the process of reducing the size of compulsory education was further deepened. Even in some colleges there are three new ones in this field: English language and literature, mathematics, work is being carried out on the basis of social knowledge bases. Other types of education were carried out until the period of specialization. "Found Carnegie" Pedagogical Center, which is prominent in America, evaluates this program as a program of the 21st century. The process of curriculum restructuring is also being implemented in Western European countries. For example, in Great Britain, in accordance with the recommendations of the Ministry of Education, the educational institutions themselves determine the curriculum and the program. religion class is divided into physical education.

The other part of the study hours is allocated to selected subjects (humanities, natural mathematics) which are considered mandatory.

Since the 1980s, the range of compulsory subjects has expanded in Great Britain, as in America. English language and literature, mathematics and natural sciences formed the core of the curriculum. The choice of other subjects is at the discretion of students and parents. Pedagogical ideas of the "New World" have a significant impact on the education of France and Germany. Along with core subjects in German part-time secondary schools selective chemistry, physics, foreign languages are also implemented. This curriculum is increasingly going beyond the lower secondary school and covering secondary schools and gymnasiums as well.

In French elementary schools, the educational content is divided into the main subjects, which include mother tongue and literature, and mathematics, history, geography, population studies, natural sciences, labor education, physical and aesthetic education.

Japanese schools followed the path of American education later in World War II. But still, a number of differences are visible in the curriculum of these two countries. In Japan, the set of basic subjects is much more complex, and a number of new special and educational optional courses have been introduced.

In Germany, education is a field respected by the state and society, and it contributes to the economic and social development of the country.

Pre-school education is an important stage in the German education system, which has more than 100 years of history. Kindergartens are considered a lower level of education in Germany, but they are not part of the state education system.

Providing funds for more than 24,000 kindergartens in old lands, various public organizations, charitable associations, enterprises, private individuals, religious institutions. Parents also pay part of the money. 80% of children aged 3 to 6 attend kindergarten. Education in kindergartens is carried out by stratification. In Germany, children are usually educated in kindergartens until noon. In the

afternoon, they are at home, with their family. There are also extended day groups.

Compulsory education applies to children from 6 to 18 years old, this process lasts 12 years. After 9 years (in some places 10 years), they complete their full-time study at the school, then they study part-time at vocational and technical educational institutions. Education is free in public schools. There are very few private schools. Elementary school. Studying starts at the age of 6 and lasts 4 years (6 years in Berlin). During the first two years of study, children are not graded. After 4 years of study in the elementary school, the students move to the school in the direction. Here, 5-6 grades are taught based on a special program depending on the type of school or not, and the parents of the children have the opportunity to choose or change the type of school.

Vocational education is important in the German education system. This is the reason, is the strength of the demand for highly skilled workers in Germany. 79% of those who graduated from incomplete high school (9-10th grades) and 20% of those who graduated from high school continue their education in the system of vocational education. The German vocational education system has different types of educational institutions and different forms of training. The most common and developed form of vocational education is the dual system. In this system, 50 percent of elementary schools and 16 percent of upper secondary schools continue to study.

Up to 25 percent of the graduates of the basic schools of this country enter special vocational educational institutions and secondary specialized educational institutions. Graduates of this type of educational institutions can continue their studies in technical universities.

Private institutions of higher education, except those belonging to the church and the Bundesweg, are under the administration of the regions. They are managed by the Federation of Higher Education on behalf of the head of the land.

The higher school has the right to govern itself. They adopt their charter within the framework of the law

Studying in higher educational institutions ends with receiving a diploma, master's degree or passing state exams. After that, an exam will be taken to continue studying and receive a doctorate degree. The policy in the field of education has widened the gates of higher education institutions for many segments of the population. The federation and the regions are interested in the study of foreigners in German higher education institutions. In 1991, they were 76,000.

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