



Efficiency of the Teacher Training System and Attractiveness of The Education System in Finland

Madina Isakova

Teacher of the International Nordic University

ABSTRACT

This article provides information on the unique appeal of the Finnish education system, the teacher education curriculum that teachers in Finland currently follow, as well as its main principles, and how to study in Finland. the historical foundations of teacher education are explained. In the conclusion part, Finnish education and our country's education system are compared.

Keywords:

Finnish education system, teacher education, didactics, effectiveness, attractiveness, trend, curriculum.

Introduction. Along with developing the intellect of new teachers in the countries of the world, improving the system of training future personnel is one of the urgent topics. In our country, the main task is to develop not only the young generation, but also the entire society, to develop high spirituality. In the implementation of the mentioned tasks, the advanced experiences and skills of the teacher are of great importance. The reason is to direct students with pedagogic knowledge to various fields, educate new generation personnel who are successful and think strategically in implementing reforms in continuous education processes, and practice these methods in addition to in-depth study of best practices abroad. is the person responsible for the implementation of such as basing on his knowledge in application. For this reason, it is important to study the world experience and analyze the reforms carried out in the international education system and to be constantly aware of them.

The main part. We all know that education, which is the center of attention of teachers and politicians of all countries of the world, is the Finnish education system. For

more than a decade, Finnish 15-year-olds have consistently performed best and highest in the OECD's Program for International Assessment (PISA). According to international studies conducted every three years by the Organization for Economic Cooperation and Development, Finnish schoolchildren demonstrate the highest level of knowledge in the world. They are also the children who read the most books in the world. According to international studies conducted every three years by the Organization for Economic Cooperation and Development, Finnish schoolchildren demonstrate the highest level of knowledge in the world. They are also the children who read the most books in the world. In addition, Finnish schoolchildren rank second in the world in science and fifth in mathematics. But it is also worth mentioning that these results are not the only thing that pleases the pedagogical society. Surprisingly, Finnish schoolchildren do not spend that much time on lessons, despite their high scores in the world. Teachers in Finnish schools can be divided into preschool teachers, arts and technology teachers, music teachers and other categories based on their education and field of work.

However, teachers of each category are trained on the basis of different curricula. It should be mentioned that most universities are divided into two departments: general scientific and scientific education, as well as pedagogical education. In this method, first, conducting research in the field of general science education and working on planning problems was given as the main direction, and secondly, attention was paid to research in the field of teaching and teacher education.

The most important period for the Finnish education system was the period between 1967 and 1974. In 1967, he managed to implement the proposals put forward in the Finnish Parliament. As a result, the "flow" of students aged 11-12 to academic or professional education was transferred to general comprehensive education, decision-making powers were not centralized. Education in universities (except for kindergarten) was required for all teachers. Provision of schools with highly educated personnel has been started on a regular basis.

Currently, general, vocational and higher education in Finland is "free" to all citizens, and adult education is also partially subsidized. General and vocational education is carried out by local authorities and financed by both the state and local authorities. Twenty universities - higher education institutions (ten of them pedagogical education) are financed by the government. According to the legislation, educators must develop the curriculum in cooperation with local health and social services authorities, taking into account "the school's working environment, local values and special resources."

Today, we can see a strong research orientation and collaboration in teacher education in Finland. After a reform in 1979, the minimum qualification required for secondary school and secondary school teachers was set at a master's degree, which required approximately five years of rigorous study and practical work. It served three main purposes: first, it united primary and secondary education, giving them both a "common core"; secondly, elementary teachers met high academic standards; thirdly, high and secondary school

teachers were also trained in pedagogical subjects.

As the topic is about the training of young personnel, it is good to learn about the Finnish teaching and learning system. The current structure of the Finnish education system is as follows:

Pre-school education (age 6 and under): Since 2001, all families have been given the opportunity to study in pre-school institutions. As a result, approximately 96% of children went to preschool educational institutions. It was stipulated that the pedagogues-teachers of the preschool educational institution should have at least a bachelor's degree.

General Secondary School: Also called "Basic Education" and is divided into the following stages:

- Elementary level (grades 1-6): In order to teach students, it is entrusted to "classroom teachers" who must have at least a master's degree in their specialty.

- Lower secondary level (grades 7-9): Students are taught by "subject teachers" who must have at least a master's degree in one or two subjects (as well as pedagogy).

During basic education, all material resources, food and transport are provided by the state. Less than half of the students choose "Vocational schools" for grades 9-12, and the rest choose high schools.

Upper secondary school (grades 10-12): prepares the student for higher (academic) education. At the end of high school, students take a single official "examination" in four subjects (the rest are optional). This gives them a certificate of enrollment and the right to receive higher education.

Vocational schools: Like upper secondary education, vocational schools accept students and prepare them for work immediately after school. Unlike vocational schools in other countries, they are organized mainly on an "apprenticeship" basis. However, many students go on to technical colleges to earn a bachelor's degree.

With the passing of the Teacher Education Act in 1970, a major reform was implemented that was central to the success of Finnish education. Training of teachers for

newly established general education schools and secondary schools was entrusted to higher educational institutions. Most universities are divided into two departments: general scientific and scientific education and pedagogical education. The first: research in the field of general scientific and science education and work on planning problems is given as the main direction, the second: pedagogical education, that is, research in the field of teaching and teacher education attention was drawn.

In place of education, all material resources, food and transport are provided by the state during the above basic education period. Students can improve their grades by studying in the 10th grade. Then the children either go to a professional college or continue their studies at a lyceum (lukio). Admittedly, pedagogues with a high intellect can help the young generation learn without difficulty at these stages. It is natural that students can achieve high results through their guidance.

Teaching has become one of the most sought-after and prestigious professions in Finland. Teachers and school principals play a key role in curriculum development. Pedagogical training provides them with well-developed curriculum knowledge and planning skills. The purpose of pedagogy is to study pedagogical interaction, develop one's own teaching skills, and create opportunities to learn to plan, teach, and evaluate instruction based on the curriculum, school community, and student age and learning potential. They also learn how to cooperate with students, other subject teachers, parents, and interested members of society. In addition, curriculum design helps improve professional development in a systematic, theoretical way. Surprisingly, there are no "good" and "bad" students in Finnish schools. It is forbidden to compare students with each other. Both genius children and children with weaker intellectual potential are considered "special" and study together with everyone. In general, children with disabilities also receive education in the community. In an ordinary school, special classes are organized for students with diseases of the organs of sight and hearing. Finns try to integrate people with special needs into society as much as possible.

The difference between well-educated and lazy students is very small. This is a process that deserves the most attention.

There are neither elite nor "freer" schools in the country. 960 students study in the largest school in Finland. In the smallest - 11 people. All schools are equipped exactly the same, have the same facilities and the same funding. Almost all schools are public schools, and there are dozens of private schools. Another difference between them, apart from the fact that parents make partial payments, is the high demand for students. As a rule, these are special "pedagogical" laboratories: Montessori, Fran, Mortan and Waldorf schools. Educational institutions in English, German and French are also private.

Respecting the principle of equality in Finland, there is a parallel education system in Swedish - from kindergartens to universities. The interests of the Saami people have not been forgotten, and education in the mother tongue is possible in the north of the country. Until recently, Finns were not allowed to choose a school, children simply went to the nearest school. The ban has been lifted, but most parents still prefer to send their children to the nearest educational institution, because all schools in Finland are equally good. The formation of an educational program for teachers in this country is an important factor. Another important feature of the educational system is the culture of trust and cooperation in the educational system. There is irregular control of the education system and no strong focus on exam preparation. There is only the final exam of the twelve-year school.

The main topic of study for classroom teachers is "the systematic study of education-teaching, research and didactics". Thus, in addition to the general subjects described above, the curriculum of classroom teachers consists of the following three groups of subjects:

1. Educational sciences. Education as a core course is taught over five years and is divided into three hierarchical levels: general education, intermediate studies and advanced studies.

2. Educational project. This group itself consists of two parts: in the first, research topics, theoretical foundations and proposed research methods, literature survey, etc. are presented; and the second presents preliminary conclusions and a draft report, which will be further refined. The master's thesis is accompanied by the development of a course study project on research methods. A master's thesis topic is an important component of classroom teacher education, usually related to classroom topics (or general education).

3. Practical training. It consists of a series of practices (introduction, basic practice, field practice and pedagogical practice). Introductory and basic training can usually take place at university-based training schools with specially trained teachers who can also mentor student teachers while teaching their own students. Field and teaching practice is often carried out in urban schools. Peer assessment, feedback and group discussions play a very important role in case studies.

Today, we can see a strong research orientation and collaboration in teacher education in Finland. According to reports, after the country's reform last century, the minimum qualification required for primary and secondary school teachers required approximately five years of rigorous study and practical work. is defined as a master's degree. This reform serves three main goals and shows results in its place: first, the form of education of primary and secondary schools has been unified; secondly, the knowledge of elementary level pedagogues was able to meet high academic standards; and thirdly, not only high school teachers, but also secondary school teachers were specially trained in pedagogical subjects.

Educational programs of class and subject teachers and their main features.

The common core of the curriculum for Finnish teachers consists mainly of "pedagogical research". These subjects with 60 credits (i.e. about one academic year) are mandatory (according to the law) for obtaining pedagogical knowledge and competencies.

Didactic sciences (multidisciplinary studies)

As class teachers are responsible for all subjects (grades 1-6), the aim of this course is for students to have sufficient subject skills and basic didactic skills related to them. can work as a class teacher for Learning mother tongue and mathematics is compulsory for all students. Class teacher - students can choose one or two "minor" subjects. In addition to academic subjects (mathematics, etc.), they can also choose subjects such as ICT, elementary education, music.

Class teachers: These teachers are responsible for the lower grades (1-6) of secondary schools. They usually teach all the subjects related to their class and are also responsible for the "whole personal development" of the students. As students move up the grade, teachers move with them.

Science teachers teach in upper secondary schools (7-9) and upper secondary schools. They usually specialize in one or two subjects and only teach them.

Despite the differences in teacher training curricula, both categories of teachers can be divided into the following broad groups:

- Academic subjects;
- Pedagogical studies;
- Cooperation;
- Language and ICT studies;
- Personal study plan;
- Optional studies.

Here, let's consider the following principles of the curriculum for teachers in Finnish education:

1. Independence, responsibility and trust. At the heart of Finnish teacher education is the belief that teachers at all levels should not only be independent experts, but "experts in their fields" and deal with various problems (pedagogical, administrative, family or community dependent relationships) find their solution independently and in cooperation with their colleagues as well as the local community. The development of these qualities in the teacher, on the one hand, has made the teaching profession one of the most sought-after and prestigious professions in Finland, and on the other hand, it has given administrators and

politicians the task of curriculum development and student assessment. established a foundation of trust that allows teachers to "handover" almost completely. Teachers and school principals play a key role in curriculum development.

2. A research-based approach. This approach is linked to the principle of independence, responsibility and trust, and the principle of adopting a rigorous research-based approach. It is important to distinguish two main objectives behind this principle. First, it allows future teachers to keep up with the latest research in their field, as well as to add new knowledge. Also, the second biggest goal is to develop teachers' ability to reflect on their own beliefs and practices.

3. Integration of theory and practice. The third defining principle of Finnish pedagogical education is the strong integration of theoretical aspects with practice in the learning process.

Another interesting aspect of the education system in Finland is that school students, after graduating there, usually apply to the university faculties that they are most interested in. If the students' knowledge meets the established criteria for studying in the second year, they are offered the opportunity to study in the fields of pedagogical education. Those who choose this offer will begin their studies in the third year by choosing one course in pedagogy and at least one other school subject. As a result, most subject teachers can usually teach at least two subjects. The preparation of a personal plan, which includes the educational programs of teachers studying at a Finnish university, has become mandatory. This system gives students a convenient opportunity that will have a great impact on their future activities.

The fact that the variety and attractiveness of the Finnish education system does not make the student bored is a very gratifying situation. For example, language and communication courses are usually divided into mother tongue and foreign language courses. The first includes oral communication, speech and culture, classroom communication, didactics of speech education, written communication and academic writing skills, etc.

The purpose of the latter is to provide students with sufficient skills to familiarize themselves with foreign literature (especially scientific articles, books, etc.). Similarly, ICT studies are a continuous part of the course throughout the five years, with particular emphasis on the use of ICT for research, teaching and collaboration.

Let's take a look at what the Finns pay attention to in the education system. What are the most important things in the system, and what are the opposite situations? For example, it is inappropriate to teach one subject more deeply than others. There, for example, mathematics is not considered more important than art. On the contrary, the only reason for the establishment of separate classes for gifted children may be their inclination towards visual arts, music and sports. If we look at the example of parents, the teacher knows who the parents of his student are, the last time, necessarily, only when he is born. Teachers are forbidden to ask questions about parents' workplace. This situation is certainly good in every way, because the level of education of more children in school is of interest to everyone. As for students, Finns do not categorize students according to characteristics or choices. As mentioned above, there are no "excellent" and "secondary" students. Another happy aspect of education is that teachers give all their love to children, "favorites" are not separated. Any deviation from the rule will lead to a violation of the contract with such a teacher. Finnish teachers should only fulfill the task of teaching. All teachers - physicists, writers, labor teachers - are equal in the team. There is another surprising fact, perhaps it was formed through their culture. Therefore, adults (teachers, parents) and children have equal rights. Finns call this principle "respect for the student". From the 1st grade, children are taught their rights, including making complaints about adults to a social worker.

Comparative analysis. A brief comparative analysis of teacher education in Finland and Uzbekistan reveals the following differences:

1. A bachelor's degree is required to work in preschool education organizations (kindergartens) in Finland. To work as a class

teacher in a school, it is necessary to have graduated from the master's department of the Pedagogical University. A student who has not graduated from a higher education institution does not have the right to teach in educational institutions. Most of our teaching staff in our country's schools have a bachelor's degree. In pre-school education organizations (kindergartens), we can also meet personnel with secondary special diplomas. Also, those who have not graduated from higher education institutions are allowed to teach in schools.

2. The Finnish education system is built on a strong foundation of trust and openness. Teachers are identified as responsible for the quality and effectiveness of education and are trusted, their activities are not monitored. We constantly monitor the teacher's teaching activity, lesson quality and effectiveness. Lesson analyzes conducted by heads of educational institutions are aimed at monitoring teacher activity.

3. The activities of teachers in Finland are focused on the latest educational research. Teachers constantly work independently on themselves, conduct scientific research. In our schools, there are only a few teachers who conduct scientific research on education.

4. Theoretical aspects of the educational process in Finland are tightly integrated with practice. In our schools, theoretical knowledge is given strongly, but the process of applying the acquired theoretical knowledge to students is slow.

5. Teachers are the founders of reforms in Finnish pre-school, school and higher education. They have the right to enrich, make additions to, or fundamentally change the existing National program. The Finnish education system is guided by the National Curriculum. Enriching the content, making changes, thematization is carried out by professors and teachers. Unfortunately, our teachers teach based on a ready-made program. Teachers teach without deviating from the topics specified in the program.

In short, the success of Finnish education is based on equity and consistent, collaborative efforts. Equity and consistent, collaborative efforts are behind the success of Finnish

education. Some of the main features of the current education system, the teacher education reforms of the late 1960s and 1970s, are key to the development of Finnish education. Teachers are the founders of reforms in preschool, school and higher education in the country. They have the right to enrich, make additions to, or fundamentally change the existing National program. The Finnish education system is guided by the National Curriculum. Enriching the content, making changes, thematization is carried out by professors and teachers. Unfortunately, our teachers teach based on a ready-made program. Teachers teach without deviating from the topics specified in the program. If we compare Finnish education and our school system, in Finland teachers' activities are focused on the latest educational research. Teachers constantly work independently on themselves, conduct scientific research. In our schools, there are only a few teachers who conduct scientific research on education.

In addition, Finnish schools do not use standardized tests to measure student achievement. This is because in Finland the assessment of students' academic performance is considered to be the responsibility of the school and not of external evaluators, and also the assessment of student knowledge in Finnish schools is included in the curriculum and the learning process, throughout the school year. used to improve the performance of teachers and students. Education policy in Finland gives high priority to individual learning and creativity as an important part of school activities. Therefore, the success of each student at school is evaluated more by his individual progress and abilities than by statistical indicators. In Finland, determining the academic performance of students is considered the responsibility of the school, not external evaluators. Therefore, the success of each student at school is evaluated more by his individual progress and abilities than by statistical indicators.

From the above analysis, it can be determined that in order to eliminate the problems in the education system in our country, it is very important to use advanced national and foreign experiences, to improve

the teaching methodology and the system of evaluating the quality of education, to increase the responsibility of pedagogues for their work, and to give them confidence. One of these reforms was the abolition of "nationalized, standardized" tests.

It is not a secret that the primary education of future teachers is required in all developed countries to have general and broad qualifications for all teachers. The science of pedagogy should be developed in society in such a way that teachers should be ready to become teachers and contribute to the socio-emotional growth of their students. Teachers should have a pedagogic, optimistic attitude to their work based on the latest research, and conduct theoretical and practical research, as well as more successful integration of academic subjects and pedagogical subjects.

Therefore, in order to eliminate the problems in the education system of our country, it is very important to use advanced national and foreign experiences, to improve the teaching methodology and the system of evaluating the quality of education, to increase the responsibility of pedagogues for their work and to give them confidence.

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