

CREATIVITY IN THE EDUCATIONAL SYSTEM OF FINLAND AND UZBEKISTAN (COMPARISON BETWEEN TWO COUNTRIES)

Gulyamova Nigina,
Assistant of Uzbekistan-Finnish Pedagogical Institute,

Annotation. The purpose of this article is to study the peculiarities of the functioning of the Finnish education system, focused on the development of students' creativity, and also to identify the role of creativity in learning in two countries. As a result of the comparative analysis, similarities and differences were revealed between the approach to the education of schoolchildren from Uzbekistan and Finland. It was revealed that in the education system of Uzbekistan, the most important goal of the government is to develop patriotism in children, as well as skills (which ones, please indicate) that may be useful in the future. When teaching in Finnish schools, teachers emphasize an emphasis on equal opportunities for all students, a strong emphasis on student well-being and holistic development, a high level of teacher professionalism and autonomy, and a curriculum that promotes critical thinking, problem solving and creativity. Thus, the Finnish education system is very effective, which is why it is popular in many countries.

Key words: problem solving skills, creativity, critical thinking, Finnish education system, methodology, academic success.

FINLANDIYA VA O'ZBEKISTON TA'LIM TIZIMIDAGI IJODKORLIK (IKKI DAVLAT O'RTASIDAGI TAQQOSLASH)

Gulyamova Nigina A.,
O'zbekiston-Finlandiya pedagogika instituti assistenti.

Annotatsiya. Ushbu maqolaning maqsadi Finlyandiya ta'lim tizimining faoliyatining o'ziga xos xususiyatlarini o'rganish, talabalar ijodiyotini rivojlantirishga yo'naltirilgan, shuningdek, ikki mamlakatda ta'limda ijodkorlikning rolini aniqlashdir. Qiyosiy tahlil natijasida O'zbekiston va Finlyandiya maktab o'quvchilarining ta'limga bo'lgan yondashuvi o'rtasidagi o'xshashlik va farqlar aniqlandi. Ma'lum bo'lishicha, O'zbekiston ta'lim tizimida bolalarda vatanparvarlik tuyg'usini, shuningdek, kelajakda foydali bo'lishi mumkin bo'lgan ko'nikmalarni (qaysi birini ko'rsating) rivojlantirish hukumatning eng muhim maqsadi hisoblanadi. Finlyandiya maktablarida dars berishda o'qituvchilar barcha o'quvchilar uchun teng imkoniyatlarga, o'quvchilarning farovonligi va har tomonlama rivojlanishiga, o'qituvchilarning professionalligi va mustaqilligining yuqori darajasiga, shuningdek, tanqidiy fikrlash, muammolarni hal qilish va ijodkorlikni rivojlantirishga qaratilgan o'quv dasturiga alohida e'tibor qaratishadi. Shunday qilib, Finlyandiya ta'lim tizimi juda samarali, shuning uchun u ko'plab mamlakatlarda mashhur.

Kalit so'zlar: muammolarni hal qilish qobiliyati, ijodkorlik, tanqidiy fikrlash, Finlyandiya ta'lim tizimi, metodologiya, akademik muvaffaqiyat.

ТВОРЧЕСТВО В СИСТЕМЕ ОБРАЗОВАНИЯ ФИНЛЯНДИИ И УЗБЕКИСТАНА (СРАВНЕНИЕ ДВУХ СТРАН)

Гулямова Нигина,
Ассистент Узбекского-Финского педагогического института.

Аннотация. Целью данной статьи является изучение особенностей функционирования финской системы образования, ориентированной на развитие творческих способностей учащихся, а также выявление роли творчества в обучении в двух странах. В результате сравнительного анализа были выявлены сходства и различия между подходом к образованию школьников Узбекистана и Финляндии. Выявлено, что в системе образования Узбекистана важнейшей целью правительства является развитие у детей патриотизма, а также навыков (каких, укажите), которые могут пригодиться в будущем. При обучении в финских школах учителя делают упор на равные возможности для всех учащихся, большое внимание благополучию учащихся и целостному развитию, высокий уровень профессионализма и самостоятельности учителей, а также учебную программу, которая способствует критическому мышлению, решению проблем и творческому

подходу. . Таким образом, финская система образования очень эффективна, поэтому она популярна во многих странах.

Ключевые слова: навыки решения проблем, креативность, критическое мышление, финская система образования, методология, академическая успеваемость.

INTRODUCTION. Currently, developing countries pay great attention to the education system as the basis of socio-economic development. “The main principles of state policy in the field of education at the present stage of development of the Republic of Uzbekistan are the humanistic, democratic nature of education and upbringing; continuity and continuity of education; compulsory general secondary and availability of specialized secondary, vocational and higher education; accessibility of education within the limits of state educational standards; encouraging education and talent” (Tallybaev, 2016). It is known that in advanced countries the academic system and culture of the country are closely related to the development of other sectors of the economy. A striking example is the Nordic countries, in particular Finland, which over the course of several decades was able to transform its education system from mediocre to one of the most effective internationally. Most countries use Finnish teaching aids to develop creativity, reading literacy, mathematics and science among young people (Franko Anja, 2011).

Many educators and scientists believe that the education system in Finland is more complex and the methods are not similar to models in other countries. In Finland, the teaching profession, along with the value placed on teaching and education, consistently occupies a prominent and respected place in society.

The Finnish education system has a high level of creativity, which makes it very effective. Teachers’ pedagogical methods are focused on creating a favorable learning environment. Finnish language education aims to ensure that every student strives to learn to the best of his ability and develops a lifelong love of learning. The creativity and equality of Finnish teachers is reflected in their teaching process, and they have a high degree of autonomy in their work, a welcoming climate in academic teacher education (Toirov, Rahimberdiyev, Nasriddinov, 2023).

METHODOLOGY. The research includes an analysis and statistical review of literary data, theoretical research methods, study and analysis of philosophical, sociological, pedagogical and psychological literature on the research problem, approaches of scientists to the problem under study, comparison of the education systems of the two countries.

RESEARCH RESULT. The introduction of an effective education system focused on developing the potential of each student is a priority in Uzbekistan. The Republic aims to improve the overall academic performance of children, as well as the development of their talents and abilities. The Finnish education system emphasizes student-centered learning, which encourages students to actively participate in the learning process and follow their passions and interests. This method can help children develop a lifelong love of learning and dedication to school.

The principle of “secondary” education in Finland is equality. There are no “free” or privileged schools in the country. Every student in the Finnish primary school system receives the help and tools needed to achieve psychological and intellectual success, thanks to the system’s approach that values equity and individualized learning. In Finland there are 11 students in the smallest school and 960 students in the largest (2019). Each school receives the same amount of funding, resources and opportunities.

The goal of Uzbekistan’s primary education system is to equip all children with the understanding as well as the abilities necessary to achieve success in their professional and personal lives in the future. In Uzbekistan, some schools have 250 students, others 3,000. Schools are ranked based on how well their students integrate into society.

Comparison of the education systems of Finland and Uzbekistan

Aspects of education	Finland	Uzbekistan
Tests	University entry	Tests as proof of success
Class system	No student fails	No student fails
Homework	Maximizing 30-minute learning at home	Disciplining students
Method	Free teaching	Strict with methods
Atmosphere in the classroom	Fun	disciplined atmosphere
Classification of teachers and students	No qualification	No qualification
Foreign language	Grade 3 elementary school	since 1st grade elementary school
Number of school days	190 days	250 days

In Finland, unless absolutely necessary, the teacher is not required to know the job or occupation of the student’s parents. In the Finnish education system, teachers are also required to protect the privacy of their students and their families. However, in cases where a student’s family circumstances, such as a parent who is ill or a family member experiencing budgetary difficulties, impact their learning or overall well-being, the educator can work with the family to offer assistance and guidance.

Respecting Uzbek national ideals, the Family-Neighborhood-School model has established long-term cooperation between parents, teachers and community members. This concept views the family as the main and most valuable teacher of children. Parents are strongly encouraged to participate fully in their children’s schooling by assisting at school, holding parent-teacher meetings, and encouraging their child’s learning at home.

In addition, communities are seen as critical stakeholders in educational collaboration. Leaders, businesses and neighborhood associations are strongly encouraged to assist schools and offer services to both families and children.

The Finnish education system does not classify students based on personal qualities or aptitudes. There are no “good” and “bad” students. Students cannot be compared. Students with mental retardation and geniuses are considered “special” and attend classes together. Students with disabilities tend to be educated in the community.

Teachers create and use unique responsibilities for gifted students and special assignments for inactive children. Exercises are planned based on the student’s skills and abilities. The Uzbek people have well-developed secondary schools.

Inclusive education in Uzbekistan is the practice of providing equal educational opportunities to all students, including those with disabilities, special needs or other challenges. The Government of Uzbekistan has made efforts to promote inclusive education and ensure that all children have access to quality education, regardless of their background or abilities.

Some key initiatives and policies related to inclusive education in Uzbekistan include:

1. Legislative framework: Uzbekistan has laws and regulations that support inclusive education, such as the Law on Education, which guarantees the right to education for all children, including children with disabilities.

2. Training and capacity building. Efforts are being made to train teachers and school staff in inclusive education practices to better support students with diverse learning needs. Specialized training programs

and workshops are often organized to improve teachers' skills in working with students with disabilities.

3. Infrastructure and resources. The government is working to improve school infrastructure and provide the necessary resources and support services to accommodate students with disabilities. This includes adapting classrooms, providing assistive technology, and making spaces accessible.

4. Awareness and Advocacy: Awareness of the importance of inclusive education is growing in Uzbekistan, and advocacy efforts are being made to promote the rights of children with disabilities and raise awareness of the benefits of inclusive education.

Despite the progress made in promoting inclusive education in Uzbekistan, challenges still remain, including limited resources, lack of trained staff and public attitudes towards disability. Further efforts are needed to further develop the practice of inclusive education and ensure equal access of all children to quality education in Uzbekistan.

Students in the Finnish education system typically receive several holidays each year. The exact number of holidays may vary depending on the region of Finland and the level of education. However, the following general requirements are observed: autumn holidays usually take place in October or November for one week; Christmas holidays - at the end of December or beginning of January for two weeks; winter holidays - in February or March, often lasting a week; Easter holidays last a week in April; spring break usually lasts a week in early June or late May.

The education system in Uzbekistan usually gives students many holidays per year. The exact number of holidays may vary depending on the geography of Uzbekistan and level of education. However, there are also general criteria: winter holidays usually start at the end of December or beginning of January and for two weeks; spring - in March or April for one week; summer holidays usually last three months from the end of May.

Differences between the Uzbek and Finnish basic education systems

Uzbekistan	Finland
There is a lot of competition in the education system.	Priority of the principle of equality
There is a class residence and a rating system.	There is no class residence system
Study load +/- 38 hours every week.	35 hours of classes per week
Implementation of scientific methods through observation, questioning, negotiation and communication.	Problem solving method School effective learning, digital technology, group work, creativity and problem solving skills.
Handing out tasks is almost a routine agenda for every person working face to face.	Don't overload students with too many tasks.
The minimum qualification for a teacher is a bachelor's degree. Effective teaching in the school, a national exam is used to recruit teachers.	The minimum qualification for a teacher is a master's degree. Teachers are hired through objective assessments
The qualification for entry into basic education is at least 7 years.	Learning mathematics in elementary school involves concentration, listening, communicating to formulate mathematical concepts and structures, and developing logical thinking patterns.

Source: Adha et al., (2019)

Finnish education is considered one of the best in the world for several reasons, and creativity in the education system has several advantages.

Motivation and engagement. Motivation and engagement are essential components of creativity in education. When students are motivated, they are more likely to engage in the creative process, which leads to better results. Here are some ways in which motivation and engagement can be stimulated in creative education: Create a positive and supportive environment; set challenging but achievable goals; offer incentives and rewards; include practical exercises; and use multimedia resources.

Improved problem solving skills. By offering fresh and original approaches to problem solving, creativity can greatly improve a person's ability to solve problems. Here are some ways in which creativity can improve a person's problem-solving ability: stimulate creativity; adaptability; experimentation; critical assessment of thinking; and inspiration in an unconventional way.

Emotional development. Creativity can be very beneficial for emotional growth because it allows people to express and process their emotions. Creativity can promote emotional development by providing people with a healthy outlet to express their feelings, promoting self-expression, developing self-awareness, strengthening problem-solving skills and increasing self-esteem.

Preparing for the future. Creativity is a critical trait for future readiness because it allows people to solve complex problems, think creatively, and adapt to change. Below are some ways creativity can help people prepare for the following: critical thinking, creativity, flexibility, entrepreneurial endeavors, and communication.

Overall, the combination of these factors has contributed to the success of the Finnish education system and its reputation as one of the best in the world. These advantages are taken into account when teaching schoolchildren in Finland.

CONCLUSION. Thus, following Todd A., we recognize that the Finnish education system is one of the most effective and most used education systems in the world. When children are motivated, they are full of energy. Problem solving, creativity, and critical thinking skills are children's greatest strengths.

It can be argued that every nation or state has its own path leading to prosperity. The development of the Finnish education system was recognized after several decades. The Government of Uzbekistan believes that this experience will ensure the flourishing of creativity, intellectual potential and worldview of young people. Use of the Finnish education system in Uzbekistan, which includes problem solving, creativity and critical thinking skills, about Adha, A. M., Gordisona, S., Ulfatin, N., Supriyanto, A. (2019). Analisis Komparasi Sistem Pendidikan Indonesia dan Finlandia, Jurnal Studi Manajemen Pendidikan. TADBIR, 3(2), 146-160. <http://dx.doi.org/10.29240/jsm.p.v3i2.1102>.

The important thing is that we are moving forward and will undoubtedly develop a special educational program for our community!

REFERENCES

Adha, A. M., Gordisona, S., Ulfatin, N., Supriyanto, A. (2019). Analisis Komparasi Sistem Pendidikan Indonesia dan Finlandia, Jurnal Studi Manajemen Pendidikan. TADBIR, 3 (2), 146-160. <http://dx.doi.org/10.29240/jsm.p.v3i2.1102>.

Camposano, D. C. (2017). Development of product-service systems for Finnish early childhood education and childcare.

<https://aaltodoc.aalto.fi/items/bb50950a-fc86-4fc8-8145-8ca3e7c57311>

Franko, Anja; Sahlberg, P. (2011). Finnish lessons: what can the world learn from changes in education in Finland?. New York: Teachers College Press. [Book review] - In: CEPS Journal 1 (2011) 3, S. 167-170 - URN: urn:nbn:de:0111-pedocs-110986 - DOI: 10.25656/01:11098

https://www.pedocs.de/frontdoor.php?source_opus=11098&la=ru

Kirsi Tirri, Seokhye Cho, Dohee Ahn, and Campbell, D. R. (2017). Education for creativity and talent development in the 21st century. *International Studies in Education*, 2017. <https://www.hindawi.com/journals/edri/2017/5417087/>

Karshiyev J.A. (2023). "Issues of developing students' skills in working with scientific and innovative projects: problems and solutions". *Abdulla Qodiriy nomidagi Jizzax davlat pedagogika universiteti*

Lee Claire and Richings Lorraine. (2018). A review of the evidence for a national approach to professional learning in education. *Open research online*. <http://oro.open.ac.uk/57156/>

Lee Kuusiehto-Avale and Tapio Latero. (2014). The Finnish example of basic education for all with quality learning outcomes. *Journal of Education and Research*. <https://doi.org/http://dx.doi.org/10.3126/jer.v4i1.9619>

Марлина, К. Н., и Зульфатми. (2023). Анализ книги Teach Like Finland для разработки стратегий обучения материалу закята в исламской старшей школе. *Журнал исламского образования*, 6, 202–215. <https://doi.org/10.22373/jie.v6i2.18515>

Taru Konst, Juha Hakala, Kari Uuskylä and Esa-Matti Järvinen. (2017). The issue of creativity in the Finnish primary school curriculum. *Journal of Educational Research*, 209–226.

https://www.researchgate.net/publication/319481853_The_Question_of_Creativity_in_the_Finnish_Elementary_School_Curriculum

Tillabaev, S. B. The education system as a lever for the sustainable development of the state / S. B. Tillabaev. — Text: immediate // *Young scientist*. - 2016. - No. 11 (115). - pp. 1022-1024. — URL:

<https://moluch.ru/archive/115/29931/> (дата обращения: 17.02.2024).

Toirov, S. A., Rakhimberdiev, O. A., and Nasriddinov, D. A. (2023). Finnish experience in the development of the education system of Uzbekistan, 36–39.

<https://cyberleninka.ru/article/n/finland-s-experience-in-the-development-of-uzbekistans-education-system>