

## USING THE FINNISH EDUCATIONAL EXPERIENCE IN THE DEVELOPMENT OF COGNITIVE ACTIVITY OF FUTURE TEACHERS BASED ON AN INNOVATIVE APPROACH

Yuldasheva Malohat Erkinovna

Kokan DPI

### ABSTRACT

Based on an innovative approach, this article discusses the specific benefits of using the Finnish educational experience in the development of the cognitive activity of future teachers, increasing the cognitive activity of young teachers, instilling in them a culture of self-confidence, independent work skills are described as an exemplary object of development.

**Keywords:** Finnish education, Finnish educational experience, teacher training, professional development course, teacher autonomy.

In recent years, with the aim of increasing the quality and effectiveness of the education system in our country, the formation of modern knowledge and skills of teachers of children's education, teachers and students, the development of cognitive activity of future pedagogues, the educational system and the system are carried out systematic work to ensure close cooperation and integration. nauki, tselostnost i preemstvennost obrazovaniya.

Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No. PF-6108 "On measures to develop the field of education and science during the period of new development of Uzbekistan" was adopted. The decree set the task of studying the experience of advanced countries in the field of school education, in particular the features of the Finnish education system.

The success of the Finnish education system is made up of several factors, and the most important factor in this system is the qualifications of teachers.

In the course of our research work, the advantages of the Finnish education system, aspects of connection with the education system of Uzbekistan, the importance of future teachers in the development of cognitive activity were studied in detail. Some sources on the Finnish education system have been studied on the basis of translation.

How can the Finnish education system be related to cognitive research? We explain this issue by the fact that Finnish education is about practice and speeding up the learning process by introducing ease in acquiring knowledge. In addition, a level playing field in education, a long-term educational policy, a culture of trust and an emphasis on self-directed learning habits are other reasons for this success. The high level of cooperation between teachers and students contributes to the continuous operation of the educational system.

Finland has been pursuing extensive and long-term education reform for more than four decades. Finland's success is closely linked to consistent and long-term education reforms. Secondly, many researchers studying the reasons for Finland's success argue that there are various interrelated factors behind this. They can be divided into three groups: pedagogical skills, educational policy and factors related to Finnish culture.

The high potential of teachers depends primarily on teacher training programs. The best school graduates are selected as future teachers. It can be said that highly qualified teachers are the main factor influencing the success of the Finnish education system.

For future teachers, separate educational institutions are allocated, in which they usually spend 10-15% of their study time. Educational schools provide students and teachers with a separate room equipped with all the necessary teaching materials. Teacher students are actively involved in the educational process, watching the course of the lesson and gaining a lot of experience, and the school team and students receive very useful help from them.

The flexibility and independence of teachers in the education system also plays an important role in ensuring the quality of education. If teachers want to join the training course, the administration will always support them. Teachers are only asked to share what they have learned in the professional development program with other teachers in the school.

It is necessary to pay attention to four important aspects of the Finnish educational policy, which are designated as the second group. These include consistent and long-term policies, a commitment to a knowledge society, equity in education, and the empowerment of local governments in education.

Another aspect related to educational policy is the balance of central and local government in relation to educational institutions. In the decision-making process, local governments, schools and teachers have independence, which in turn imposes on them a great responsibility for the effective organization of educational processes.

Factors related to Finnish culture are mentioned as the third group of factors. The first of these is a culture of trust, that is, a high level of trust in educational institutions and, in particular, in teachers. Secondly, teaching is one of the most prestigious and highly valued professions in Finnish society and folk culture.

The autonomy of teachers provided by the education system makes the profession even more attractive to Finns. The high potential of teachers is undoubtedly one of the most important elements of the success of Finnish students.

The school administration and parents are firmly convinced that teachers approach their duties with great responsibility. In addition, the principle of equality for all is highly valued in the Finnish education system, and additional efforts and resources are spent on students with special needs.

The success of education reforms in Finland depends on the Finnish people's value of mutual equality and cooperation, as well as the existence of a high level of cooperation between the education system and other social services to ensure social justice in society and their coordinated work. also important.

Also, when we talk about the reasons for Finland's success, another aspect of this success is the focus on Finnish education, which is closely related to PISA scores. That is, not just the transfer of knowledge to students, but the development of literacy skills is at the heart of Finnish education, which gives Finnish students an advantage in literacy-oriented assessment systems such as PISA.

The fact that teachers have high potential is one of the most important factors for the success of Finnish educational institutions. Both class leaders and science teachers are very familiar

with the subject they teach and use a variety of teaching methods to keep students active in the classroom. In addition, they use many examples from everyday life to explain knowledge. In addition, the high level of reading culture in Finnish society directly affects student success. In Finland, the network of libraries is very dense and always crowded.

The success of the Finnish education system is closely linked to the values and culture of the Finnish people. It is necessary to learn from Finland's successes, study the education system in depth and use its important aspects as our own.

Thanks to a detailed analysis of the Finnish education system, many conclusions and suggestions can be drawn. Some of them:

Finland's success cannot be explained by any single factor, because there is a network of factors that are closely interconnected with each other:

- Any educational reform requires a long-term policy;
- The core values of the Finnish people are an important part of the success of education in Finland.

Equality and cooperation allow the Finnish education system to work in harmony.

- Teacher capacity is the most important factor and is linked to many other factors, such as the quality of teacher training, the reputation of the teaching profession in society, and the working conditions of teachers.

- Comparing the factors that influence the success of PISA programs from countries with different cultures and values and high scores can be very helpful in determining which factors work in which cultural context

This information has been prepared on the basis of Internet data, based on the decision of the President of Finland to replace positive experience in the field of education, including curricula, textbooks, teaching methods and a system for training, retraining and advanced training of teaching staff. staff Training along the way is determined.

Highly qualified teachers have come to play an important role in Finnish education. Teaching is one of the most prestigious professions in Finnish society.

- Primary education in Finnish schools lasts 6 years and until the 3rd grade children are not exhibited, homework is practically not assigned by teachers, since 2017 most schools have “gone behind the pen” during the lesson and are fully involved in the lesson computers and tablets are used.
- In addition, another important aspect is that Finland is the country with the shortest weekly student load among the countries participating in the PISA survey. Finnish students spend an average of 36.1 hours per week studying all subjects, including school and extracurricular activities. The shortest terms of study and high scores made the Finnish education system attractive.
- ✚ Schools have 5 days of instruction per week. All schools have the same status, children are not allocated to classes or specialized educational institutions depending on their abilities.
- ✚ In Finnish schools, primary education lasts 6 years and children are not exposed until the 3rd grade, teachers almost never give homework, since 2017 in most schools they “walk with a pen” and use a full-fledged computer and tablets.



- ✚ The Finnish education system has a two-tier administrative structure: the Ministry of Education and Culture and the Finnish National Agency for Education, functioning under the Ministry, but independent in its activities.
- ✚ We can say that the Finnish education system is based on the following 7 principles
- ✚ Another important feature of Finnish education is that it provides free education at all levels, from preschool to higher education. In addition, all study materials, textbooks, medical services and school transportation are provided free of charge, and free school lunches are provided to all primary and secondary school students.
- ✚ In Finland there is no national exam during the ten years of compulsory education. All schools provide the same education, students are not assigned to different schools based on performance, and almost all students attend a school close to home.
- ✚ The success of the Finnish education system depends on the competence of teachers. The Finnish Educational Evaluation Center evaluates education throughout the country. The main purpose of evaluations is to provide relevant feedback to educational stakeholders and does not include inspection visits to teachers.
- ✚ The success of the Finnish education system is based on several factors, and the most important factor in this system is the quality of the teachers.
- ✚ The high potential of teachers depends primarily on teacher training programs. The best school graduates are selected as future teachers. It can be said that highly qualified teachers are the main factor influencing the success of the Finnish education system.
- ✚ For future teachers, separate educational institutions are allocated, in which they usually spend 10-15% of their study time. Educational schools provide students and teachers with a separate room equipped with all the necessary teaching materials. Teacher students are actively involved in the educational process, watching the course of the lesson and gaining a lot of experience, and the school team and students receive very useful help from them.
- ✚ The flexibility and independence of teachers in the education system also plays an important role in ensuring the quality of education. If teachers want to join the training course, the administration will always support them. Teachers are only asked to share what they have learned in the professional development program with other teachers in the school. Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated July 30, 2021 No. 408 “On measures to organize the activities of the Uzbek-Finnish Pedagogical Institute of Samarkand State University” was adopted.

In accordance with this decision, the Institute was assigned a number of tasks:

High-quality organization of educational and scientific activities with the involvement of Finnish specialists and potential personnel;

- introduction of modern pedagogical technologies in the educational process;

- providing textbooks, teaching aids, teaching materials and information resources;

- training of teaching staff in the leading educational institutions of Finland and selection of talented youth;

- assistance to the institute in creating additional conditions for research and development of scientific schools.

It will be possible to achieve a number of changes and effective solutions in the education system by completing the tasks set in the solution.

According to research, pedagogy is one of the most popular fields of study in Finland. For example, in recent years, about 7,000 applicants have applied for an average of 900 places in primary school teacher training departments. As wages are lower than in other fields (for example, a primary school teacher earns 22 percent less than other professionals with a master's degree, and a freshman high school teacher earns 15 percent less), and stress levels are rising, yet many teachers feel themselves satisfied and committed to their work: only 10-15% of teachers change their major during their career. The high trust and respect of parents for teachers was also noted.

According to Hanna Simola, another important turning point in Finnish education reforms was the relinquishment of official control over teachers and schools in the 1990s: "inspection of schools, official approval of detailed curricula, textbooks and teaching materials, all traditional control mechanisms such as like the journals where the teacher had to write down every lesson disappeared".

-In order to study at Finnish universities, you need to know the target languages Finnish or Swedish. It is true that there are courses for international students where English can be used as the language of instruction.

-Higher education is free. In addition, citizens of the country that has chosen Finnish universities and foreign students have equal rights. They also do not receive any money for education. To enter the university, you must pass the entrance exams. Each university independently determines how they will be conducted and what subjects they will include.

In any case, only facts can be the result of education. Finnish teenagers do not spend many hours worrying about their nerves and the nerves of their loved ones in order to study for exams, but find time to study well and enjoy the unique moments of childhood. Whether it's good or bad, everyone decides for himself, but the Finnish education system has a lot to learn.

## REFERENCES

1. Nodirovna, khushnazarova mamura. "theoretical and methodological basis of training of management personnel in the process of higher pedagogical education." international journal of social science & interdisciplinary research issn: 2277-3630 impact factor: 7.429 11.04 (2022): 171-177.
2. Akbarovna, abdullajonova shaxnoza. "inclusive education and its essence." international journal of social science & interdisciplinary research issn: 2277-3630 impact factor: 7.429 11.01 (2022): 248-254.
3. Adxam, z. (2021). Педагогические факторы формирования чувства родины на основе национальных и общечеловеческих ценностей у учащихся начальной школы. Среднеевропейский научный вестник, 17, 284-286. <https://doi.org/10.47494/mesb.2021.17.814>
4. Najmiddinovna, rahimova feruza. "pedagogical conditions of improvement of social pedagogical activity of students on the basis of multimedia tools." international journal of social science & interdisciplinary research issn: 2277-3630 impact factor: 7.429 11.07 (2022): 108-112.
5. Erkinovna, yuldasheva malohat. "development of the cognitive activity of future teachers in innovative educational conditions as a social pedagogical necessity." international journal of

social science & interdisciplinary research issn: 2277-3630 impact factor: 7.429 11.04 (2022): 196-199

6. Abduhafizovna, melikuziyeva mavluda, and yigitaliev mirzoxid. "ways to increase the legal knowledge of primary school students." web of scientist: international scientific research journal 3.02 (2022): 124-130..

7. Ключев, роман владимирович, et al. "исследование и анализ показателей надежности отдельных структурных элементов цифровых подстанций." вести высших учебных заведений черноземья 1 (2021): 68-79.

8. Umarova, m. H. "ethnic related toponyms of the population in surkhandarya region."

9. Ксамидовна, Мамаюсупова Ирода. "ОСНОВНЫЕ КРИТЕРИИ ДЛЯ РАЗРАБОТКИ ПРОГРАММ ОБУЧЕНИЯ КОНФЛИКТОЛОГИИ". МЕЖДУНАРОДНЫЙ ЖУРНАЛ СОЦИАЛЬНЫХ НАУК И МЕЖДИСЦИПЛИНАРНЫХ ИССЛЕДОВАНИЙ ISSN: 2277-3630 Импакт-фактор: 7.429 11.06 (2022): 181-184.

10. Каримова, Мукаррамхон Ҳалимовна, and Мадина Эргашева. "ПЕДАГОГ ШАХСИ ВА УНИНГ ҲАЁТИЙ ВАЗИЯТЛАРГА МОСЛАШИШ ТАЛАБЛАРИ." Academic research in educational sciences 2.CSPI conference 1 (2021): 1298-1302.

11. Khaitov bekhzod shukhratovic "innovative methods of developing communicative competence of the head of educational institution" | e-issn: 2792-4017 | www.openaccessjournals.eu | volume: 2 | issue: 5  
<http://openaccessjournals.eu/index.php/jedic/article/view/1351/1353>

12. Xamidovna, Mamayusupova Iroda. "OILADA O'SPIRINLARDAGI NIZOLARNING PSIXOLOGIK XUSUSIYATLARI." Ta'lim fidoyilari Special issue (2022): 11-14.

13. Юлдашева М., Нурматова М. и О. Толипова. "ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ ИГРОВЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИИ".

14. Nargiza, Yunusalieva. "SOCIAL AND MORAL EDUCATION OF STUDENTS AND DEVELOPMENT OF VALUES." Galaxy International Interdisciplinary Research Journal 10.1 (2022): 300-305.

15. Мриксайтова С., Ерматова Ш. и Ходжаева Н. "Обучение студентов творческому мышлению посредством самостоятельного обучения в высших учебных заведениях является насущной проблемой". Евро-Азиатские конференции. Том 3. № 1. 2021.

16. Юлдашева М., Нурматова М. и О. Толипова. "ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ ИГРОВЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИИ".

17. Ботирова, Мукаррам. "Управление средней школой: технологический подход". МЕЖДУНАРОДНАЯ КОНФЕРЕНЦИЯ ПО МЕЖДИСЦИПЛИНАРНЫМ ИССЛЕДОВАНИЯМ И ИННОВАЦИОННЫМ ТЕХНОЛОГИЯМ. Том 2. 2021.

18. Абдурахимов, Ш. А., Альфия Анваровна Файзрахманова, and Юлия Александровна Шанина. "ПУТИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ УЧИТЕЛЯ-СЛОВЕСНИКА." Система непрерывного филологического образования: школа–колледж–вуз. Современные подходы к преподаванию дисциплин филологического цикла в условиях полилингвального образования. 2020.