



## **THE SCIENTIFIC AND PRACTICAL IMPORTANCE OF USING FOREIGN EXPERIENCES IN THE ORGANIZATION AND MANAGEMENT OF EDUCATIONAL PROCESSES**

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<b>ABSTRACT</b>	<b>KEY WORDS</b>
In this article, we discuss the scientific and practical importance of using foreign experiences in the organization and management of educational processes. Studying and summarizing advanced work experience of developed countries is one of the important tasks of the school. This article serves to enrich the practical activities and theoretical conclusions of public educational institutions and school employees.	Country, education, experience. foreign experience, educational inspection, structure, international assessment.

### **Introduction**

Our country's education has gone through and is going through a complex process of comprehensive reforms and reconstruction. Their goal is to democratize school activities, to develop humanitarian principles, and on this basis to comprehensively update and further improve the content of educational work, its form and style. It means empty thought. In the current era, it is necessary to have initiative, selflessness and business acumen in the performers of unning, equal to the value, reputation and influence of education.

Success in education is mostly on the side of those who act boldly. Bold action is due to courage. School can give knowledge and enlightenment to a person, as noted by Abdulla Avloni, the classic representative of Uzbek national pedagogy.

It is possible to highlight the importance of foreign experiences in improving the activities of educational organizations. They include many important issues, such as using innovations in the global educational environment, learning educational technologies, developing competencies and making the educational process more effective. These experiences are critical in preparing students to be world-class students and teaching them new knowledge and skills. Also, foreign experiences play an important role in improving the quality of education and adapting the educational process to international standards. In this process, the use of foreign research, cooperation activities, and educational methods will be of great importance in improving the quality of education. Foreign experiences are important in developing educational systems and preparing students for the global world. These experiences include the following important issues:

Curriculum management: Foreign experiences help to understand the educational programs and methodologies of different countries, and also provide an opportunity to introduce the latest scientific

and practical environments into the educational process. Foreign experiences play an important role in the management of educational programs in the development of educational systems. They help to understand the educational programs and methods of different countries. These experiences also provide an opportunity to bring the latest scientific and practical environments into the learning process. Curriculum management is important in introducing students to global spirituality, new technologies, and historical contexts. At the same time, foreign experiences help to teach simple and easy spiritual attitudes in the educational process.<sup>1</sup>

**Alignment with international standards:** Foreign experiences, international standards-aligned curricula and educational technologies can help students become world-class learners when explored. Foreign experiences are of great importance in adapting educational organizations to international standards. They help to transform students into world-class students when they are taught curriculum and learning technologies that are aligned with international standards. These experiences play a major role in strengthening global integration and cooperation in education. Programs aligned to international standards provide students with a rigorous and focused education in a global environment. At the same time, educational technologies adapted to international standards open the way to innovative and effective learning for students, prepare them for easy access to foreign knowledge and experiences. Making students world-class through such methods prepares them for the challenges facing the masses in a global environment and provides them with the skills and abilities they need to be successful internationally.

**Developing Competencies:** Foreign experiences help implement programs aimed at developing students' integrative, critical thinking, communication, and problem-solving skills. Foreign experiences are of great help in implementing programs aimed at developing students' integrative, critical thinking, communication, and problem-solving skills. These experiences help students combine their theoretical and practical skills using knowledge and experiences from different countries. Also, foreign experiences are a guide for students to develop their independent thinking, problem analysis, social and spiritual skills, social and moral skills, and the ability to cooperate with others. Such programs help students develop critical thinking, learn to solve problems, seek new solutions, and develop themselves in social negotiation. These are important considerations in modernizing education systems and preparing students for global messages and environments.

**Organization of events and cooperation:** Foreign experiences provide opportunities for educators, principals and administrators to study foreign research, cooperation activities and educational methods to make the educational process more effective. Foreign experiences help educators, managers and administrators of educational organizations to make the educational process more effective. They create an opportunity to study global educational innovations and develop educational methods using foreign research. These experiences help educators and principals learn and implement collaborative activities. They are also given the knowledge and skills needed to make education systems more effective. Such collaborative activities are aimed at making the learning process simple and effective and help students learn easily and effectively.

**Improving the quality of education:** Foreign experiences play an important role in improving the quality of education and developing assessment and evaluation systems, improving student

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<sup>1</sup> Azizxo'jaeva N.N. O'qituvchi mutaxassisligiga tayyorlash texnologiyasi. Toshkent.: Nizomiy nomli TDPU 2020

compliance and mastery. Foreign experiences have a great place in improving the quality of education and developing assessment and evaluation systems. They play an important role in improving student compliance and mastery, as well as improving the quality of education. These experiences give educational organizations access to new technologies, innovations, and international standards. At the same time, it provides an opportunity to study students' achievements, abilities and character by developing assessment and evaluation systems. This process ensures elementary, academic and effective learning for students and also plays an important role in improving the quality of education. There are many problems and shortcomings in the management of the public education system and the coordination of the practical activities of the state general secondary education institutions. The problems require the strengthening of the system of spiritual and moral education, the creation of innovative pedagogy and methods, the relationship between students and teachers, and the development of the material and technical base. In this process, public education administrators and state general secondary education institutions should be careful in formulating strategies to solve these problems. These strategies include ensuring the spiritual and intellectual development of students, making the educational process innovative and effective, strengthening the relationship between teachers and students, and further developing material and technical resources. Thus, it is necessary to critically analyze the situation and find a solution to these problems in order to improve the performance of public education system administrators and public secondary education institutions.

**According to the above, we state the following:**

First of all, one of the important issues is the inadequacy of public education management bodies in the implementation of state policy in the field of general secondary and extra-curricular education and the selection and placement of heads of general education institutions. This situation, in turn, is recognized as one of the limitations in ensuring the high quality of the education system. Ensuring compliance of public education management bodies, development and effective use of their activities, depends on property-departmental organizations not fulfilling their goals and tasks.

Secondly, the lack of clear distribution of powers between the heads, directors and their deputies of general education institutions, and the assignment of tasks and functions that are not specific to them, leaves behind the problems of the absence of clear criteria and parameters for evaluating the effectiveness of their activities. These problems are highly important for limiting the effective and organized management of the educational process. The fact that the powers of the heads and directors of general education institutions are not clearly distributed and the assignment of tasks that are not specific to them creates difficulties in supporting the effectiveness and timely completion of their activities. This situation can make it difficult to provide important indicators for leaders to approach and actively consider the development of the educational system, the better preparation and moral development of students. This issue includes the structure of values and the distribution of tasks, accounting and reporting processes, student-teacher relations, and the introduction of indicators of leadership and active mastery of leaders of general secondary education institutions. delivers in a wide range of ways.

Thirdly, the lack of in-depth scientific research on the actual issues of general secondary education and the implementation of their results, between public education departments and general education institutions in the issues of methodological support of the educational process. low level of

cooperation is one of the important problems. This situation is a clear indicator of the difficulties in ensuring the wide range of learning and implementation of innovations and innovations in the field of education. Low level of interaction between public education departments and general education institutions, effective and systematic organization of education, good at putting students' information into practice and learning information indicators are necessary to view. This is an important step in solving problems, strengthening scientific research and increasing innovative processes in the field of education.

In order to further improve the system of public education, it is very important to introduce new mechanisms and quality standards in the management of the educational process. This will help to provide effective and efficient education to students, as well as increase the prestige of the teaching profession and improve the material and technical condition of institutions, increase the quality of education of students, develop them simply and spiritually, and simply increases the possibilities of mastering. Such improvement processes require joint work between the state, educational organizations and teachers, and provide ample opportunities for the development of students' knowledge and skills.<sup>2</sup>

The following are the main directions of the reform of the public education system.

Improving the quality of general high school and out-of-school education, educating a mature generation, forming students' intellectual abilities.

Strengthening the coordinating role and responsibility of the Ministry of Public Education of the Republic of Uzbekistan (hereinafter referred to as the Ministry) in the implementation of the unified state policy in this area, as well as the role of ministries, departments, local executive authorities in the performance of tasks and assignments determine the possibilities;

Selection of leaders and pedagogues, use of new methods and techniques in their retraining, formation of abilities to explain and convey concepts of subjects and textbooks taught by them;

Motivating employees in the process of work, encouraging them materially and morally and protecting their rights in terms of unemployment;

A network of legal entities (hereinafter - non-state general education organizations) engaged in activities related to the provision of non-state services in the field of education, in addition to compulsory educational organizations, by creating the necessary organizational-legal and technical-economic conditions further development, bringing these areas to a new stage in state cooperation:

To sum up, in general, to control the educational process, it is necessary to use the full management cycle: to know it, to analyze it, to identify weak points and to formulate goals for their elimination, to plan their achievement, to teach themselves and the organization of students (and in the school as a whole - the whole school team) implementation of the plan, control of results, based on the analysis, both the process itself and its management should be regulated. To determine the essence of training management, it is necessary to determine the initial unit of analysis of the management process that combines all aspects of management. Such a unit is called a state of control. From the point of view of management, it can be called a target management situation. The educational situation combines a set of conditions in which the teacher and the student actively participate as subjects of pedagogical

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<sup>2</sup> Astanakulova M., Shahina J. TA'LIMDA BOSHQARUV FAOLIYATI VA MENEJMENTNING IJTIMOIIY OMILLARI //Journal of new century innovations. - 2023. -T. 28. - №. 5. - C. 73-78

educational activity. This set of conditions and conditions constitutes the real environment (educational and educational situation) in which decisions are made about how to influence the student to help him move from the initial state to a qualitatively new one. is accepted

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