

SIGNIFICANCE OF FINLAND EDUCATION IN INTERNATIONAL ASSESSMENT PROGRAMS

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<i>A B S T R A C T</i>	<i>KEYWORDS</i>
In this article, opinions are expressed that Finland is among the advanced foreign countries in terms of the experience of the educational system and the quality of education. We are witnessing that it occupies the highest indicators in international evaluation programs.	Finland, inspection, competitiveness, assessment, evaluation, educational tasks, development

Introduction

They want to implement the Finnish experience of school education in Uzbekistan. In recent years, a new type of competition has emerged among countries: assessment of student learning. In particular, the Organization for Economic Co-operation and Development (OECD) expressed interest in this issue and organized a comparison of students' knowledge, abilities and skills in reading and spelling, mathematics and natural sciences. This study was named PISA (PISA = Program for International Student Assessment, or International Student Educational Achievement Research). The educational achievements of 15-year-old students from more than 30 countries are included in the evaluation program. Finnish students performed well in all PISA studies. The reading and spelling skills of Finnish students have received international attention. Foreign scientists and teachers regularly come to Finland to familiarize themselves with local schools and the school education system. In addition, Finnish experts receive invitations from different countries to give lectures on Finnish education policy. All foreign experts had one common question: what is the basis of such high reading and spelling skills of Finnish children? It is impossible to give a simple answer to such a seemingly simple question. Good rates of absorption are the result of the activity of a number of factors: the structure of the education system (classes study together and in the same composition for 9 years), distributed powers of decision-making and autonomy of schools in providing education, education lim process is student-centered, a well-designed special education system for students with learning difficulties, a system of comprehensive support for students (giving advice on educational issues, school psychologists and social workers, health care in schools), qualified and dedicated teaching staff, free education.

LITERATURE AND METHODOLOGY

Academic achievement cannot be explained by school-related factors alone, as the environment surrounding the school should also be taken into account. Two of the most important factors influencing the high level of reading and spelling among Finnish students are: the culture of encouraging reading and the long-standing habit of reading, which is the reason for Finland's high competitiveness and high standard of living. It is a prosperous society that encourages individual entrepreneurship and self-development while providing support from society. Respect for democracy, human rights and the principles of the rule of law, as well as the effective governance system, form the solid foundation of our society. The state and municipalities play an important role in health care and social policy in Finland, as well as in the education system and research activities. However, citizens themselves ensure the functioning of the system both as initiators and as providers of services in various public organizations. It became a good school. In the year when Finland celebrates the centenary of its independence, the primary high school has been operating for half a century. Resistance was observed when leaving public schools and paid secondary education. Opponents of the reforms argued that the new system would lead to a decline in education and would not allow talented children to show themselves. However, the past half century has shown that our decision was correct. Our high school students have achieved impressive results in PISA (Study of International Student Achievement) international studies, and our educational institutions are objects of wide international attention.

What is the secret of our success? The basis of all of this is the unified structure of the primary and secondary school and, attached to it, various types of services aimed at ensuring the well-being of students. Junior high school is, in a sense, a dwarf state of Finnish society. Pupils from different families and with different levels of talent study in one group. The educational process, which includes various types of support services, study guides and hot meals, is completely free for students. The second important factor is a curriculum that takes into account the differences in social, moral and physical development of children in addition to educational tasks. Naturally, a qualified teacher with higher education and dedication to his work serves as a central factor. Teachers have a large-scale pedagogical autonomy in their work and the trust of both the parents of their students and the administration. This means that state commissions do not come to schools in Finland with inspections, and there is no control of educational authorities over the activities. A strong union organization also helps teachers. Also, the stability of Finnish policy in the field of education, as well as our ability to combine traditions and customs in practice, serve as an important factor. We implement reforms through evolutionary processes, not revolutionary ones. This situation applies to both political decision-making and pedagogical changes. And finally, it is impossible not to state that the responsibility for the activity and development of primary and secondary schools is ultimately the responsibility of the municipalities. Decisions are made primarily by citizens. Primary secondary school is an important part of Finnish democracy, part of the implementation of the common factor. As we celebrate the centenary of Finland's independence, we have a wide range of important tasks ahead of us. The process of globalization and digital technologies have greatly changed the situation in the labor market, the problem of social and territorial inequality is threatening to grow, migration is weakening traditional cultural structures, and the concern about the environmental side of the planet is increasing both nationally and internationally. increasing during decision making at the individual level. And the strength of a small nation is that it is educated. That is why our survival strategy is

being developed based on our educational resources and research. How can our elementary and middle schools respond to this resistance? Although it may seem counterintuitive, we are in the midst of severe shocks, and we will not retreat from our strengths, which have been shown above and have been tested in many crisis situations. The goal of our policy in the field of education is to ensure the equal right to education. And this is not a subject of bargaining. The formation of a school culture that relies more on the identification and development of strong qualities serves as a starting point in educational and educational work. Every student has the right to identify and develop his strong feelings. In this way, a diversity of talents belonging to different cultures is formed in each class, and this situation, in turn, helps to build trust at the individual level and at the class level. Education is the bridge to the future, and the primary secondary school is the pillar that supports this bridge.

Finnish miracle"?

The "Finnish miracle in education" was first talked about in 2000, when the first results of PISA, an international program for evaluating the performance of students in education, were announced. Among the 32 countries participating in the study, Finland ranks first with 546 points (average score - 500), fifth in mathematical literacy with 536 points (after Hong Kong, Japan, South Korea and New Zealand) and natural- was ranked fourth in terms of scientific literacy (after South Korea, Japan and Hong Kong). Even in the next cycles of PISA, although it is possible to observe the tendency of the results to decrease and the rating of Asian countries (Shanghai, Hong Kong, Taiwan, Singapore, Japan, South Korea) to increase, Finland still occupies high places

CONCLUSION

According to international studies conducted every three years by the prestigious 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. However, these results are not the only ones that please the pedagogical community. Surprisingly, Finnish schoolchildren do not spend as much time in classes, despite their high scores in the world.

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