



## FOREIGN EXPERIENCE IN ANALYSIS OF LEARNING RESULTS

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<p><b>Received:</b> 26<sup>th</sup> August 2021 <b>Accepted:</b> 24<sup>th</sup> September 2021 <b>Published:</b> 30<sup>th</sup> October 2021</p>	<p>The saying of the enlightened scholar Abdullah Avloni a hundred years ago, "Education is for us a matter of life or death, salvation or destruction, happiness or disaster," is still relevant today. Indeed, educating our young people is important for us to keep up with the world. In the age of globalization, it is impossible to ignore the fact that science, technology and technology are developing rapidly in the world. This, in turn, puts new demands on education and science. Regular reform of the education system, improvement of modern teaching methods and tools, enrichment of the content of education, therefore, remain a pressing need of today. In addition, the development of education based on foreign experience is also important, in this article we will analyze our education system along with foreign experience in the analysis of learning outcomes</p>

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From the first years of independence, the development of the education system in our country has risen to the level of state policy, ensuring that our children acquire modern knowledge and skills in accordance with world standards, grow up physically and spiritually mature. Great work is being done to realize the abilities and talents, intellectual potential, to develop in the hearts of our youth a sense of devotion and devotion to the motherland.

By studying the implementation of educational work in the most developed countries of the world, in schools, we can see that in the reorganization of the national education system of our independent republic, in the organization of school work, we will have additional rich resources to get rid of the forms and methods of activity that are losing their relevance, and to update it in a worthy way. After all, modern education must reflect the needs and interests of the state and society.

Scientific and technological progress, the training of members of society who can successfully operate in the new technological revolution, the orientation of the younger generation to the profession and the introduction of the third variant of multidisciplinary secondary education, It is expedient to study the world experience, such as the use of the most advanced pedagogical tools in education, the opening of a wide path to initiative and creativity in education, the creation of its most optimal systems.

This is of great importance for our education, which is currently undergoing large-scale reforms. In recent years, many articles, brochures, manuals on world education have been published, seminars, conferences and meetings have been held. This is a testament to the rapid growth of attention and interest in our education system, in the organization of educational work abroad.

The Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" sets a number of tasks for the development of the social sphere, in particular, education and science.

The document provides for the strengthening of the material and technical base of educational institutions, along with the construction, repair and overhaul of new educational institutions, equipping them with modern teaching and laboratory equipment, computer technology and teaching aids. intended for riding.

Gradually, the independence of higher education institutions through the development of a program of radical improvement of the higher education system in 2017-2021, further improvement of curricula, expansion of the powers of higher education institutions in the search for additional sources of paid services and funding will be developed.

Over the past year, about seventy resolutions, decrees and orders of the President and the Cabinet of Ministers of the Republic of Uzbekistan have been adopted. It literally started the process of change and renewal in the education system.

There are also institutions in the public education system that study the world education system. The United Nations Office in Uzbekistan, embassies, the United States Peace Corps, the German Fund for International

Development, the ACCELS Center, the Adenauer Foundation, the French Cultural Center, the British Council, the Goethe Institute, UNESCO and many other UNICEF agencies are involved in informing our experts. Organizations are closely assisting. Indeed, it is a recognized fact that in developed countries, education is a social process that actively influences the domestic policy of the country. Due to this, the amount of funds allocated abroad for the economic provision of school needs is growing from year to year.

In developed countries, there are many scientific institutions that conduct pedagogical research. There are more than 2,000 of them in Germany. Hundreds of public and private organizations, universities and pedagogical research centers in France, the United States and Japan are working on the problems of educational theory. Their activities are coordinated by international educational centers, such as the Institute of International Education in the United States. Many work to improve and redesign the curriculum.

Since the 1980s, the range of compulsory subjects in the UK has expanded, as in the DPT. English language and literature, mathematics and natural sciences became the core of the curriculum. The choice of subjects is at the discretion of students and parents. The pedagogical ideas of the New World also had a significant impact on education in France and Germany.

In addition to the core subjects, German secondary schools also offer elective programs in chemistry, physics, and foreign languages. The curriculum is increasingly moving beyond high school to high schools and gymnasiums.

The content of education in French primary schools is divided into basic subjects, such as mother tongue and literature, as well as mathematics, history, geography, population, natural sciences, labor, education, physical and aesthetic education.

Japanese schools followed the path of American education after World War II. However, there are some differences in the curricula of the two countries. In Japan, curricula have been significantly complicated, the range of core subjects has been expanded, and a number of new special and elective courses have been introduced. For example, the new music education curriculum in secondary schools includes the study of national and world classical music.

It should be noted that in the 1980s, the curriculum of natural sciences in economically developed countries included elements of physics, chemistry, biology, and in some cases astronomy, geology, mineralogy, physiology, ecology. 6 years, taught 2 years in Germany. In the process of integrating the subjects, new courses began to appear. In France, in the 1970s and 1980s, experimental, economic and humanities courses were included in the natural sciences and humanities series in the incomplete secondary school curriculum.

So, after studying the sources that reveal the meaning of the education system in different countries of the world, I came to the following conclusion:

First, the structure of the education system in the countries of the world is the same, it includes pre-school, primary and secondary education. The difference remains in the time interval of these stages. Second, among the specific features of school education, it should be noted that in some countries only primary education is sufficient, vacation time is determined by climatic characteristics, school uniforms are required, in assessing students' knowledge there are significant differences, more precisely the most important assessment in many countries. accepted for the exam.

Education in high school is focused on specialization and the choice of higher education institution. Third, countries can be classified according to their economic level of development according to the education system.

"As a result of the competition for the State Scholarships of the President of the Republic of Uzbekistan in 1993-2003, 55 graduate students and 20 graduate students were awarded the Presidential State Scholarships. On March 16, 2004, a seminar-exhibition of State Scholars of the Republic of Uzbekistan was organized and held" [5].

On May 7, 2005, the Confucius Institute was opened in Tashkent. In accordance with the Presidential Decree of 5 September 2007, the Singapore Institute of Management Development was established. On July 1, 2003, the Talent Fund was established.

The share of expenditures on education is estimated by gross domestic product - 12%. In most countries of the world, this figure does not exceed 3-5%.

Today, in secondary special and vocational education alone, the training of about 840,000 highly qualified personnel with various modern knowledge and professions in various fields and directions has a positive "explosive effect" in this area. is an indication of the beginning.

In summary, today there are 1187 information and resource centers at higher and secondary special educational institutions and secondary schools, which provide 15 million students in Uzbek, Karakalpak, Russian and other languages. It has more than 15,276 libraries with more than a dozen textbooks, teaching aids, art, technical and reference books. They have about 13 million readers. In this regard, the resolution of the President of Uzbekistan dated June 20, 2006 "On the organization of information and library provision of the population of the Republic" is noteworthy.

In 2002, 136,000 people used the Internet in the country, and by 2007 this number had reached 2 million. The number of web pages in the UZ domain zone has increased tenfold to more than 4,500.

The implementation of the State National Program for the Development of School Education for 2004-2009 has radically improved the quality and content of education. In accordance with this program, great work is being done to strengthen the material and technical base of about ten thousand secondary schools in the country, to

radically improve the content of the educational process, to provide material and spiritual incentives for teachers. And this foreign experience is a manifestation of the harmony of our national identity.

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