



COMPARATIVE ANALYSIS OF ISSUES OF TEACHER TRAINING IN FOREIGN COUNTRIES (IN THE CASE OF JAPAN AND FINLAND)

Submission Date: May 21, 2024, **Accepted Date:** May 26, 2024,

Published Date: May 31, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-05-17>

Journal Website:
<https://masterjournals.com/index.php/crjp>

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ABSTRACT

This article provides a comparative analysis of some methodological aspects of teacher training in two countries with advanced education systems - Japan and Finland. The article discusses professional approaches to the training of future pedagogic personnel, individual-oriented educational methods, important aspects of general education, aspects related to the development of creative aspects.

KEYWORDS

Education, method, teaching, pedagogue, retraining, technology, profession.

INTRODUCTION

Currently, the experience of those countries that are leaders among world education systems has become relevant: Japan and Finland. Interest is due to three reasons:

1. In the context of reforming the Uzbek teacher education system, it is advisable to analyze the experience of the best modern national systems. Especially the countries that are most successful in school education.

2. Using the example of Finland, we can consider how they managed to increase the prestige of the teaching profession and, most importantly, attract young talented people to it.

3. The organization of pedagogical education for teachers of various qualifications also forces us to turn to Finnish experience.

METHODS



The works of Brazhnik M.B., Vakhshain V.S., Zagvozdkin V.K., Lugovskaya I.R. are devoted to the analysis of the problems of Finnish and Japanese education. Among foreign studies, the most significant are the works of Finnish scientists P. Karonen, E. Karhu, O. V. Lindqvist, T. Petonen, J. Rutti, P. Salberg, T. Yustov. As well as European and American researchers H. Meinander (Sweden), Robert P. (France), Bottani N. and Favre B. (Switzerland), Hargreaves D. and Hargreaves A. (Great Britain), Levy F. and Murnane R. (USA), Fullan M. (Canada), who allowed consider modern school education in Finland through the prism of foreign educational reforms. In the dissertation research of Brazhnik M.O. the assessment system in school education in Finland is revealed (2019). The problems of applying the immersion method in conditions of bilingual Finnish schools are explored in the dissertation of Smirnova L.V. (2019). Research by Volodin D.A. dedicated to modern school education in Finland in the European context (2011).

To achieve this goal, the following tasks were selected:

1. Identify the components of the new system of European and Japanese teacher education.
2. Consider the national characteristics of reforming the teacher education system in Finland and Japan in the context of pan-European trends.
3. Characterize the professional training of three groups of teachers: a teacher with the qualification “subject specialist”, a teacher of special (correctional) education and a supervisor-consultant.

RESULTS AND DISCUSSION

The beginning of the new millennium was marked in all European countries by a wave of reforms in the professional and pedagogical training of teachers. The “Work Program for the Development of Education in the Member States of the European Union” states that

the European teacher education system must meet the needs of modern society for qualified personnel. Based on this perspective, it should become an integrated system and include the following components [4]:

1. System for selecting future teachers.
2. Certification of basic teacher education.
3. Introductory phase to the teaching profession.
4. Professional continuous development of teachers.
5. Opportunity to improve their professional qualifications.
6. Participation in the development of the school at the research level.

All this is achievable provided that teachers bear professional responsibility for the level of their training, the organization of school work, increasing their own importance and career growth [1].

Many researchers in different countries state that with the current aging of the teaching corps, there is a need to equalize the age balance of school teachers. To attract young staff to schools, it makes sense to develop new career paths for aspiring teachers.

According to the director of the Center for the Development of Leadership in Education of the National Research University Higher School of Economics A. Kasprzhak [7], a number of countries have already tested rules that allow attracting young people to the teaching profession:

1. maintaining the high status of teachers;
2. early selection of talented young people into the profession as future teachers already in the final grades of school;
3. the decision to become a school teacher must be conscious, and the study of the subject of teaching and



psychological and pedagogical disciplines must be separated in time;

4. a multi-stage career ladder is needed, in which work in the school administration should not be the career “ceiling” of a teacher;

5. Students of pedagogical universities need to practice more widely at school during their studies, which will allow novice teachers to form their own teaching style.

According to the BBC, citing a joint study by Pearson and The Economist Intelligence Unit, a division of The Economist magazine that compiles ratings, Finland has the best education system. South Korea is in second place, Hong Kong is in third place, Japan is in fourth place, and Singapore is in fifth place. The British education system took 6th place, the American one only 17th. The top 20 countries with the best education systems also included three countries from Eastern Europe. Thus, Poland was in 14th place, Hungary – in 18th, Russia – in 20th. Ukraine was not included in this rating [5].

This is also confirmed in the “Overview of Education Systems in OECD Countries”:

“For the past few years, the Finnish education system has been constantly in the center of international attention. Another surge of interest in it is due to the excellent results that Finnish schoolchildren demonstrated in the framework of the Program for International Student Assessment (PISA) in 2020 and 2023. According to the results of both studies, Finland was in first place and, moreover, became the only European country among the leaders” [8]. The study assessed the educational competencies of 15-year-old schoolchildren in the areas of mathematics, general scientific knowledge and literacy. The focus in 2023 was mathematics. The best results overall were shown by students from Finland, South Korea, Japan, Canada,

Belgium, Switzerland and New Zealand. Finnish schoolchildren scored 544 points, American students - 483 (taking 21st place), Russian students - 468. In the previous test in 2020, which focused on reading skills, Finland also took first place [8].

What makes the Finnish education system successful? How is it different from other systems? What's the best thing we can learn from it?

Let us reveal the distinctive features of Finnish educational policy:

1. “Strong internal connection between education segments. Kindergartens are integrated into schools, schools are closely connected with universities, universities are focused on working with schools and take every possible part in improving the quality of school education. Hence the primacy of lifelong education and the requirement to ensure “painless transitions” from one educational level to another (for example, a minimum of exams).

2. The priority of equality of educational opportunities and the associated weak internal differentiation. The education system here serves as an instrument of social equalization: territorial (location of schools and universities), content (ban on differentiation of classes in secondary schools), cultural (the “education is a melting pot of cultures” policy carried out in relation to the ethnic groups of the Finnish north), institutional (“smoothing out differences between institutions of higher education, eliminating differences between schools), economic (no tuition fees). The latter is especially noticeable according to the results of the PISA study in Finland, which revealed the lowest dependence of a child’s academic performance on the economic situation of his family.

3. Increasing the “social responsibility” of universities, elevated to the rank of priority of national educational policy, and, as a result, close interaction between



educational institutions and the local community represented by various social groups. This sets a favorable context for the functioning of the education system (high status of the teacher, public support, system of boards of trustees), but at the same time creates a situation of multiple control authorities.

4. A direct consequence of the expansion in the number of regulatory bodies and the traditional directive style of management is the continued weak institutional autonomy of Finnish educational institutions.

5. High mobilization potential of the education system. It is this characteristic, associated with the low degree of autonomy of Finnish universities and their small number, that made it possible to quickly, through directives (“top-down”), reform the educational system and, in particular, implement a program for the internationalization of higher education” [9].

In Japanese universities there is general education and special training, with preference given to the first. Thus, in the first two years of universities, students master the basics of various sciences. General education, Japanese researchers say, helps expand a person’s creative abilities and prepares them not for any specific field of activity, but for life. The Japanese are convinced that having a broad outlook, a person successfully navigates all its manifestations.

The study of compulsory subjects is correlated with the study of elective subjects, taking into account not only the desires of the student, but also the availability of teaching staff, laboratories, etc. Mastering a minimum of knowledge in each subject and regulating the ratio of various subjects in a student’s preparation is carried out using a system of academic credits. When choosing to study one of many possible relationships between various subjects (compulsory and elective), a student must complete a minimum of academic work in 4 years

corresponding to a certain amount of credit units, usually 124 of them [6].

Education in Japanese universities, structured according to the American model, is conducted in more than 100 areas and specialties, of which the engineering direction has 35 educational programs, and the humanities - 38 programs (directions) [3].

Colleges and universities in Japan are not all the same. It could be a university, equipped with large libraries, research centers, and, at the same time, it could be a college with only one faculty without the proper material base. Some universities use a system of free attendance at lectures, while others record the presence of students at each lesson. There is a point of view that the system of free attendance at lectures is practiced in universities with long traditions and fairly large funds. A large number of colleges and universities that received their status after the Second World War are classified as poor, and it is these universities that limit the number of students. According to Michio Nagai's research, there are many differences between one university and another in terms of traditions, history, organization of the educational process and many other factors. You can also notice big differences in equipment and quality of teaching. For this reason, colleges and universities in Japan are divided according to their prestige. As a result of this, there is high competition for applicants to prestigious universities [4].

So, in Japan, the education system is managed centrally by Monbukagakusyo. At the level of prefectures and municipalities, the responsibility for education management is: The Council for Education and Administration of the prefecture or municipality. Teacher training in Japan is carried out by universities - universities and junior colleges, the status of which is equivalent to a kind of university. After graduating



from college, graduates can continue their studies at universities to obtain a university bachelor's degree. Universities offer evening and some correspondence courses. The Japanese university system consists of the following forms: national, public, private, of which the private sector significantly predominates. Private institutions mainly depend on private funding and receive a small amount from the government through a subsidy program. National and local public universities receive a significant share of government spending.

CONCLUSION

The Japanese higher education system includes full-cycle universities (training lasts 4 years) and accelerated cycle universities (training lasts 2 years), whose graduates receive an associated degree (certified specialist). The most prestigious universities provide a significantly higher quality of knowledge and skills, better prepare teaching staff, which is why competitions for entry are large and a significant advantage is given to graduates when applying for a job. All universities are paid; tuition in private universities is more expensive than in public ones. Only if the teaching profession is in demand and supported by high material and spiritual status can we expect positive changes in our education. The most compelling aspect of Finland's experience is its proof that positive change in education is only possible when it becomes a national value and priority.

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