

SOME REFLECTIONS ON THE ROLE OF EDUCATION IN NATIONAL DEVELOPMENT

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Abstract: In this article, the fact that education is a social process that actively affects the domestic policy of the country, as well as researching the successful aspects of foreign education, the status of the German education system today, as well as the fact that German education is an area that is respected by the state and society, it is not only the country's economic attention was paid to social development, but also to the fact that it has been making its worthy contribution worldwide.

Basic concepts: education, state, politics, education, information, society, technology, social process, economy, information, principle, social relations, nation and development.

As it is known, if we take into account the lack of comprehensive and serious analytical studies on the conditions under which the process of further strengthening the independence of our people and the implementation of reforms took place, it becomes clear how important the educational system is both from the scientific and practical point of view. It is distinguished by its relevance and importance in the national development of Uzbekistan. After all, education is the main force in the development of the nation. 1

It is known that in the developed countries of the world, the problem of raising a person who is developed in all aspects is the main demand of the present day. Because the revolutionary changes taking place in the society cannot be implemented without changing the person himself. However, raising a new person does not happen by itself, but in the process of renewing social relations. The school system plays an important role in this process.

Nowadays, in developed countries, where information technologies have taken a leading position, it has become necessary to update the school system and the content of education. The old teaching methods and methods have become outdated, and the need for methods and forms of education based on advanced pedagogical technologies has increased.

In the current era, when effective reforms in education are required, the development of scientific technology, the cultivation of members of society who can successfully operate in the conditions of the new technological revolution, the introduction of public service and the multi-variant growth stage of secondary education, and the improvement of the content of education It is a matter of studying foreign experience, such as using pedagogical tools, opening a wide path to initiative and creativity in education, and creating its important systems. It is a recognized fact that education in developed foreign countries is a social process that actively affects the domestic policy of the country. Because of this, the amount of funds allocated for the economic provision of educational needs in foreign countries is increasing

year by year. From this point of view, from the point of view of the development of education in the developed countries, a detailed study of its exemplary characteristics - on the example of the national models of development in the USA, Germany, Japan, China, England and other countries. In particular, it serves to show how important it is to introduce the universal principles of Uzbekistan in this field, the modern analysis of universal laws regarding its importance, its activity and development, and the existence of achieving an increase in the effectiveness of the use of moral and rational norms in them. From this point of view, we believe that it is appropriate to study and analyze the role of the German education system in social development.

Therefore, while studying the successful aspects of foreign education, special attention was paid to the German education system.

The main problem in German education today is to standardize the education system in the former German Democratic Republic (GDR). The main task is to bring the educational structure of the GDR to a new standard and measure, to transfer it to the educational system of the Federal Republic of Germany (FRG) in a simple way. However, this also has its own problems, and now the government of this country is conducting systematic work to further strengthen the attitude of the participants of the educational process on the material issue. 2. German education is a field respected by the state and society, and it contributes not only to the economic and social development of the country, but also to the whole world.

The preschool education system is important for Germany. Preschool education system is considered the initial part of basic education, and its history is more than 100 years. therefore, traditional methods are highly valued in the German preschool education system. Kindertagens are considered a lower level of education in Germany, but they are not part of the state system.

Funding of more than 24,000 kindertagens belonging to the preschool education system in the old lands (lands not included in the former GDR) is the responsibility of various public organizations, charitable associations, enterprises, private individuals, and religious institutions. According to German state education statistics, 80% of children between the ages of 3 and 6 do not attend kindertagen.

Education in pre-school educational institutions is carried out in a stratified manner. The German preschool education system is different from other countries, in Germany kindertagens usually teach children until noon. In the second part of the day, they are at home, with their family. There are also extended groups in preschools.

Today, the German state government is taking a deeper and new approach to the preschool education system.

The system of pre-school education, which is formed in the socio-economic conditions of the country of Germany, has gained importance in recent years and prepares children for school education in an exemplary manner.

Currently, compulsory school education in the Republic of Germany applies to children between the ages of 6 and 18, a process that lasts 12 years. They complete 9 years of education

(10 years in some areas) in a full-time school, then they study part-time in a technical vocational school.

German state standards for the necessary and sufficient level of education and the requirements for the volume of educational loads are high.

Education in public schools in Germany is free. Private schools are in short supply. One of the main achievements of the German education system is that school education is divided into different types of levels. After 4 years of study in the initial part of school education, students are transferred to the school of orientation stage. Here, the 5th-6th grade course is taught based on a special program depending on the type of school or not, where the parents of the children have the opportunity to choose or change the type of school.

Then the children move to the next type of school, these are - basic, special school (for children with developmental delays), school of real knowledge (secondary school where mathematics and natural sciences are taught); gymnasium; secondary schools etc. Almost 30 percent of children go to mainstream school after completing the first stage. After completion of nine or ten years of study, professional training is carried out. 3

Deaf-mute, blind, and other physically and mentally disabled children and adolescents, who do not have the opportunity to study in general education schools, are educated in special schools.

For those who could not get education in time, evening studies work. With the help of the educational standard, which is considered the necessary core of the educational content of Germany, the stable level of education in various educational institutions in the country is conditionally implemented, the educational loads are brought to the norm, and the criteria for evaluating the students' knowledge are developed.

In Germany, a student can be limited by the standard of education set by the state, or he has the right to acquire knowledge independently, that is, to obtain a wider, deeper knowledge and to collect a higher rating score. As a result, when studying a difficult or unfamiliar subject, the student is allowed to limit himself to the norm set by the standard. In this, the student will have the opportunity to realize his interest, desire, ability and aspirations, to choose the most suitable path for him consciously and independently.

The German state educational standards provide that the requirements for mandatory training are open to all participants of the educational process. These requirements, which are clearly expressed in terms of form and content for learners, are announced to students in advance.

In the German education system, higher education institutions are the mainstay of the state. Graduates of higher education institutions are attracted to the main sectors of influence of the state.

Higher education institutions in Germany, except for private, church and Bundesweg institutions, are administered by the regions. They are managed by the Federation of Higher Education on behalf of the head of the land.

According to the German educational standard, every higher education institution has the following rights:

- The right to self-government.
- The right to develop and adopt its own Charters.
- The right to manage the higher educational institution by the rector in the state or the President elected for several years.

Studying in German higher education institutions, like in other countries, ends with obtaining a diploma, obtaining a master's degree or passing state exams.

Student studies in Germany are freely organized. Curricula are offered with a large number of study stages, but in many stages of study, students themselves choose the subjects and institutions of study. There is no tuition fee. Financial assistance is also provided to the needy. Part of the aid is added to the scholarship, and half is given as a loan. Training future personnel through deep and solid knowledge is one of the main tasks of higher education.

In addition, the development of science, technology and technology, increasing the effectiveness of scientific research, effective use of obtained results, and the use of pedagogical information technology have become an integral part of education.

First of all, we can show these basic principles, the important role of education in the development of the state, the priority of university education, the continuity and succession of further education, and the secular nature of the education system. 4.As successful aspects of the state education standards, it is necessary to highlight the openness of higher education to everyone, the promotion of talented and gifted young people, and the harmonization of state and community management in the higher education system.

Summarizing this article, it is said that education is one of the criteria that determine the future of the country, and the country that can create a strong future of education, that country has a strong and international experience. We can see the example of the German state as a clear proof of this. Therefore, reforming the modern education system in our republic and preparing personnel in accordance with the requirements of the time should be the main focus of our activity.

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