BELGIYA VA SHVETSIYA DAVLATLARINING TA’LIM TIZIMLARIGA KOMPARATIVISTIK TAHLIL

Nasrullayeva Mumtozmahal Abdusamat qizi
Guliston davlat pedagogika instituti
Pedagogika yo‘nalishi 1-kurs magistranti
mumtozmaha19m@gmail.com

Annotatsiya: Ta’lim tizimlari har bir davlatning ijtimoiy va iqtisodiy rivojlanishida muhim ahamiyatga ega. Belgiyaning va Shvetsiyaning ta’lim tizimlari o‘ziga xos xususiyatlarga ega bo‘lib, bu tizimlarning samaradorligi va ularning o‘zaro farqlari ko‘plab tadqiqotlar va ta’lim ekspertlari tomonidan o‘rganilgan. Ushbu maqolada Belgiyaning va Shvetsiyaning ta’lim tizimlariga komparativ tahlil o‘tkazamiz, ularning o‘ziga xosliklari, kuchli tomonlari va o‘xshashliklarini ko‘rib chiqamiz.

Kalit so‘zlar: Belgiya, ta’lim tizimi, Shvetsiya, STEM, PISA, komparativ tahlil, kasbiy ta’lim,Vallon, umumiy ta’lim, monitoring, ta’lim sifati, texnologiya, raqamli o‘qitish.

Abstract: Educational systems are important in the social and economic development of every country. The education systems of Belgium and Sweden have their own characteristics, and the effectiveness of these systems and their differences have been studied by many studies and education experts. In this article, we will conduct a comparative analysis of the educational systems of Belgium and Sweden, consider their peculiarities, strengths and similarities.

Key words: Belgium, education system, Sweden, STEM, PISA, comparative analysis, vocational education, Wallonia, general education, monitoring, quality of education, technology, digital learning.

Umumiy ta’lim tizimining tuzilishi. Belgiya ta’lim tizimi uchta asosiy til hududiga ajratilgan: flamand (niderland tilida so‘zlashuvchilar), vallon (fransuz tilida so‘zlashuvchilar) va nemis tilida so‘zlashuvchilar. Har bir mintaqada o‘ziga xos ta’lim siyosati, dasturlari va yondashuvlari mavjud, ammo umumiy tuzilma bir xil. Belgiyada boshlang‘ich ta’lim 6 yoshdan boshlanadi va 12 yoshgacha davom etadi. Keyin o‘rta ta’lim bosqichiga o‘tiladi, u esa 18 yoshgacha davom etadi. O‘rta ta’lim ikki yo‘nalishga bo‘linadi: umumiy ta’lim va kasbiy ta’lim.

Shvetsiyada ta’lim tizimi umumiydir va barcha mintaqalarda bir xil, bu mamlakatda bir nechta turli tillarda so‘zlashuvchi guruhlar bo‘lsa ham, ta’limning asosiy tizimi bir xil asosga qurilgan. Shvetsiya ta’lim tizimi 6 yoshda boshlanadi va 9 yil davom etadi. Keyinchalik, 15 yoshdan 19 yoshgacha o‘rta ta’limning keyingi bosqichlari (gymnasiet) mavjud bo‘lib, bu yerda talabalar umumiy akademik yoki kasbiy ta’lim oladilar. Shvetsiyada ta’lim tizimi markazlashgan bo‘lib, barcha o‘quvchilar uchun yagona dastur va tizim amal qiladi.

Ta’limga kirish va imkoniyatlar. Belgiyada ta’limga kirish huquqi qonuniy ravishda kafolatlangan. Biroq, ta’lim tizimida o‘zgarishlar mintaqaviy hukumatlar tomonidan amalga oshiriladi, bu esa ayrim hududlarda resurslar va imkoniyatlarning farq qilishiga olib keladi. Flamand mintaqasida ta’lim tizimi ko‘proq innovatsion va zamonaviy metodlarga asoslangan, Vallon mintaqasida esa an’anaviyroq yondashuvlar hukm suradi. Kasbiy ta’lim va amaliy bilimlar ta’lim tizimida katta ahamiyatga ega bo‘lib, talabalar o‘z kasblarini boshlashdan oldin bir nechta amaliyot va tajriba olishadi.

Shvetsiyada ta’lim tizimi o‘zining tenglik prinsiplariga asoslangan. Ta’lim barcha uchun bepul va davlat tomonidan moliyalashtiriladi. Bu mamlakatda o‘quvchilarning ehtiyojlariga qarab moslashtirilgan yordam tizimi mavjud, shuningdek, ta’limda inklyuzivlik (barcha o‘quvchilarni teng ravishda ta’lim olish imkoniyati yaratish) katta e’tibor qaratiladi. Shvetsiyada talabalar o‘z qiziqishlariga mos keladigan yo‘nalishni tanlashda keng imkoniyatlarga ega, shu jumladan, kasbiy ta’lim ham yuqori darajada rivojlangan.

Ta’lim sifatini baholash va monitoring. Belgiyada ta’lim sifatini baholash tizimi davlat tomonidan amalga oshiriladi, lekin bu jarayon mintaqaviy hukumatlar tomonidan boshqariladi. Mintaqaviy hukumatlar ta’lim sifatini baholashda o‘ziga xos me’yorlar va ko‘rsatkichlarni belgilaydi, ammo umumiy sifat baholash tizimi belgiyalik o‘quvchilarni xalqaro testlarda (masalan, PISA) ishtirok etishiga yordam beradi. PISA (Program for International Student Assessment) testlari Belgiyaning ta’lim tizimida asosiy baholash vositalaridan biri hisoblanadi. Bu testlar o‘quvchilarning matematik, ilmiy va o‘qish ko‘nikmalarini o‘lchaydi.

Shvetsiyada ta’lim sifatini baholash jarayoni yagona va markazlashtirilgan bo‘lib, Shvetsiya Ta’lim Kengashi (Skolverket) tomonidan boshqariladi. Skolverket ta’lim standartlarini ishlab chiqadi va amalga oshiradi, shu bilan birga, o‘quvchilarning o‘rganish natijalarini baholashda PISA kabi xalqaro sinovlar ham muhim rol o‘ynaydi. Biroq, Shvetsiyada ta’lim sifatini baholash ko‘proq o‘quvchilarni individual darajada baholashga qaratilgan va ta’lim tizimida o‘quvchilarni qo‘llab-quvvatlash uchun resurslar mavjud.

Ta’limda texnologiyaning roli. Belgiyada ta’limda texnologiyalarni joriy etish jarayoni tobora kengayib bormoqda. Flamand mintaqasi o‘zining innovatsion ta’lim tizimi bilan mashhur, bunda yangi texnologiyalar va raqamli ta’lim vositalari keng qo‘llaniladi. Belgiyada bir qator maktablar va universitetlar o‘quvchilarga onlayn ta’lim imkoniyatlarini taklif qiladi, shuningdek, STEM (fan, texnologiya, muhandislik, matematika) sohalarida yangi o‘quv dasturlari ishlab chiqilgan.

Shvetsiyada texnologiya va raqamli o‘qitish shuningdek, ta’lim tizimida katta rol o‘ynaydi. Shvetsiya hukumati o‘quvchilarga raqamli savodxonlikni oshirish uchun turli dasturlarni amalga oshiradi. O‘quvchilarga kompyuter va internetga kirish imkoniyati keng, bu esa masofaviy ta’lim

va onlayn resurslardan foydalanishni osonlashtiradi. Shvetsiya, shuningdek, o‘qituvchilarni raqamli texnologiyalarni samarali ishlatish bo‘yicha muntazam ravishda qayta tayyorlaydi.

O‘qituvchilarni tayyorlash Belgiyada o‘qituvchilarni tayyorlash tizimi mintaqaviy ravishda boshqariladi, ammo barcha mintaqalarda o‘qituvchilarni tayyorlashda akademik va amaliy bilimlar zarurligi ko‘zda tutilgan. Flamand mintaqasi o‘qituvchilarni ta’limga kirishdan oldin katta ilmiy tayyorgarlikdan o‘tkazadi, Vallon mintaqasida esa o‘qituvchilar uchun amaliyotga katta e’tibor beriladi. O‘qituvchilarni tayyorlashda pedagogik bilimlar va o‘quvchilar bilan ishlash qobiliyatlari rivojlantiriladi.

Shvetsiyada o‘qituvchilarni tayyorlash tizimi mukammal va yuqori sifatli. Shvetsiyada o‘qituvchilik kasbi yuqori baholanadi va o‘qituvchilarni tayyorlashda ilg‘or metodologiyalar, amaliyotlar va ilmiy tadqiqotlar o‘zaro bog‘liq. O‘qituvchilarni tayyorlash dasturlari universitetlarda amalga oshiriladi va bu yerda o‘qituvchilar pedagogik bilimlar va amaliy tajribalarni o‘zlashtiradilar.

Belgiyaning va Shvetsiyaning ta’lim tizimlari o‘zaro farq qilsa ham, har ikkala mamlakatda ta’limga yuqori darajada e’tibor beriladi. Belgiyaning mintaqaviy ta’lim tizimi ko‘plab yondashuvlar va imkoniyatlarni taqdim etadi, lekin bu tizimning ayrim noaniqliklari va farqlari ham mavjud. Shvetsiya esa o‘zining markazlashtirilgan va tenglikka asoslangan ta’lim tizimi bilan ajralib turadi. Har ikkala mamlakatda ta’limning sifatini oshirish, o‘quvchilarni qo‘llab-quvvatlash va texnologiyalarni ta’limga joriy etish masalalariga katta ahamiyat beriladi.

Foydalanilgan adabiyotlar:

1. Mutalipova M.J. Komparativistik pedagogika - T.: Alisher Navoiy nomidagi O‘zbekiston milliy kutubxonasi nashriyoti, 2016 y
2. Shodmonova Sh., Yergashev P. Qiyosiy pedagogika. – T.: TDPU, 2005.
3. Вулфсон Б.Ф. Сравнителная педагогика М.: «Просвещение», 2003 г
4. www.bilimdon.uz
5. www.de.uz
6. www.plekhanov.ru
7. www.tgeu.uz

CURRENT PROBLEMS IN THE DIGITIZATION OF THE HIGHER EDUCATION SYSTEM AND THE INTRODUCTION OF INNOVATIVE TECHNOLOGIES IN IT

Gulistan Satate University
Department of Pedagogy and Psychalogy
Master’s degree
Kuchkarbekova Zulfizar Sharofjon qizi
zulfizarkuchkarbekova@gmail.com

Abstract: The digitization of the higher education system and the introduction of innovative technologies have transformed the landscape of learning and teaching, but they also present several challenges. Here are some of the key issues:

Key words: *Issue, digitalization, education, higher education, technology, dimensions, economic development, learning, access to technology, data privacy.*

Annatatsiya: Oliy ta’lim tizimini raqamlashtirish va innovatsion texnologiyalarni joriy etish ta’lim va o‘qitish manzarasini o‘zgartirdi, ammo ular bir qator muammolarni ham keltirib chiqarmoqda. Bu yerda asosiy masalalardan ba'zilari:

Kalit so‘zlar: *Muammo, raqamlashtirish, ta'lim, oliy ta'lim, texnologiya, o‘lchovlar, iqtisodiy rivojlanish, o‘rganish, texnologiyadan foydalanish, ma'lumotlar maxfiyligi.*

Here are some of the key issues:

1. Digital Divide. Access to Technology: Not all students and institutions have equal access to the necessary technological infrastructure. While some universities can afford state-of-the-art platforms, many students in rural or low-income areas may lack the devices or internet

connectivity required for digital learning. Global Disparities: There's a significant gap between institutions in developed and developing countries in terms of access to digital tools and resources. This exacerbates inequalities in education.

2. Quality and Equity of Education

Remote Learning Challenges: While online education offers flexibility, it often lacks the quality and interactivity of in-person classes. Some students may struggle with motivation, discipline, or engagement, leading to lower retention rates and learning outcomes. Digital Literacy: Both students and instructors may face challenges with using digital tools effectively. Insufficient training in digital literacy can hinder the adoption of new technologies, especially for older faculty members or those less comfortable with technology.

3. Data Privacy and Security. Data Breaches: With increased reliance on digital platforms comes the risk of data breaches. Sensitive student and faculty information may be compromised if institutions do not have strong cybersecurity measures in place.

Privacy Concerns: The use of AI and learning analytics to track student performance and engagement raises concerns about student privacy. The collection and usage of such data must be handled with transparency and care to prevent misuse.

4. Pedagogical Adaptation. Changing Teaching Methods: Many instructors may find it challenging to transition traditional teaching methods into online formats. Effective online teaching requires different skills, such as the ability to design interactive content and foster virtual engagement, which may not come naturally to all faculty members.

Assessment Methods: Traditional methods of assessment, like exams and essays, may not be as effective in online or hybrid environments. Institutions are exploring alternative assessment methods like project-based learning, but these still face issues related to consistency, fairness, and scalability.

5. Sustainability and Long-Term Viability

Cost of Technology: Implementing cutting-edge technologies, such as AI, VR, or blockchain, can be costly. Institutions may struggle to justify or manage these costs, especially in the face of budget cuts or financial instability.

Long-Term Integration: There is a risk that technology might be introduced as a temporary fix rather than being integrated into long-term educational strategies. Without careful planning, digital tools may become obsolete or underused.

Conclusion.

Addressing these challenges requires a balanced approach, combining the benefits of digital technologies with a foucus on equity, quality, and sustainability.It will also involve ongoing dialogue between educators, students, technologists, and policymakers to ensure that the digitization of higher education contributes to an inclusive and effective learning environment for all.

Refereces.

1. Mirzayev Jamshid Turdalievich. “Social and psychological opportunities of information and psychological security in adolescents” International Conference on Developments in Education. Hosted from Bursa, Turkey. https: econferencezone.org July 15th 2022 45-48 p

https://econferencezone.org/index.php/ecz/article/view/1279

2. Мирзаев, Д., & Наргулова, А. (2022). «Лечение интернет-зависимости. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы» Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы 1(1), 498–500. извлечено от

https://inlibrary.uz/index.php/zitdmrt/article/view/5217

3. Мирзоев, Д. (2022). “Internet qaramligini shakllanishning sabablari, mexanizmlari va diagnostikasi.” Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), № 1 (2022) 500–503. извлечено от

https://inlibrary.uz/index.php/zitdmrt/article/view/5218.

4. Jamshid Turdaliyevich Mirzayev. Yoshlar ijtimoiy hulq-atvoriga internet muloqoti ta‘sirining psixologik jihatlari. Tashkent Medical Academy Volume 4 | TMA Conference | 2023 Integration of Science, Education and Practice in Modern Psychology and Pedagogy: Problems and Solutions. Volume 4 | TMA Conference | 2023. May 6. 812-816 p. https://cyberleninka.ru/article/n/yoshlar-ijtimoiy-hulq-atvoriga-internet-muloqoti-ta-sirining-psixologik-jihatlari/viewer

5. Mirzayev Jamshid Turdialiyevich. “Psychological aspects of influence of the internet - communication on the social behavior of the youth” / INTELLECTUAL EDUCATION TECHNOLOGICAL SOLUTIONS AND INNOVATIVE DIGITAL TOOLS. International scientific-online conference. 2023. Part 18. JUNE 3rd. 1295-1300 p.
https://interonconf.org/index.php/neth/article/view/5386

6. Mirzayev Djamshid Turdalievich/ PSYCHOLOGICAL ASPECTS OF INTERNET-COMMUNICATION IN SOCIAL SOCIETY OF YOUTH. The results of the study of Internet addiction on the method of Kimberly-Yang. NEUROQUANTOLOGY | October 2022 | VOLUME 20 | ISSUE 12 | PAGE 3409-3416| DOI: 10.14704/NQ.2022.20.12.NQ77350
https://www.proquest.com/openview/c0c46eaeba7bf0e04fd82a955955a4dd/1?pq-origsite=gscholar&cbl=2035897

7. Mirzayev Djamshid Turdalievich / Psychological aspects of the influence of internet communication on the social behavior of young / PEOPLE SCIENCE AND INNOVATION INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 3 ISSUE 4 APRIL 2024 ISSN: 2181-3337 | SCIENTISTS.UZ B volume 3 issue 4 – 359p https://doi.org/10.5281/zenodo.11032109

8. Mirzaev Jamshid Turdalievich. Psychological aspects of the influence of internet communication on the social behavior of young people. Science and innovation international scientific journal. VOLUME 3 ISSUE 4 APRIL 2024 ISSN: 2181-3337 | SCIENTISTS.UZ. 174-177 p https://doi.org/10.5281/zenodo.11032109