

PROBLEMS IN EDUCATION FOREIGN EXPERIENCE

Botirov Shonazar Askar ugli

Jizzakh State Pedagogical University

teacher of the school management department

Today, the crisis of higher education is reaching a qualitatively new level. The sphere of education is increasingly closing in on itself. Sociocultural problems are becoming more and more acute, brought to life by the uneven changes in society in recent years. Higher education is waiting for the customer, represented by society and the state, to formulate requirements and legal laws in relation to educational processes. Then the higher education system will be reorganized in accordance with the new requirements. "project task" and organize the work of the educational system and the higher education system works under the slogan "save yourself who can." Most of the higher educational institutions in Russia, with insufficient funding, are concerned about the problem of survival, and those located in a number of large cities are concerned about the thirst for profit.

Without a social order, educational institutions often work on the basis of several principles: economic benefits for a particular educational institution, the influence of fashion, "they have it abroad." The first two principles led to the production of a huge number of economists, accountants and lawyers, i.e. just those specialists whose training does not require significant material costs (primarily the laboratory fund). For the training of these specialists, the necessary minimum of equipment includes a table, a chair, literature and (or) a computer.

Modern world (globalized) processes of sociocultural changes have already gone so deep that in order for Russia to remain a great country (that is, to participate in world history), a simultaneous transformation of both the principles of power and the principles of education is required. In this situation, there is simply no one to give orders for the modernization of education, and the problem becomes methodological [1].

Increasingly, questions are being raised about paid higher education. At the same time, in Moscow and St. Petersburg, the share of supporters of paid higher education (19%) is almost twice as high as the average for the survey. Of the age groups, people under the age of 35 are also noticeably more likely than others (18%) to approve the introduction of paid higher education [2]. Most supporters of paid education, occupying high leadership positions, proceed from the fact that in our country there is no law on universal higher education. Yes, this is true, but In high school, children study history, physics, chemistry, a foreign language and a number of other subjects that are not directly useful to them in life. In everyday life, it is enough for a person to

be able to read and write in the volume of elementary school. Hitler said something similar about the Slavs in the occupied territories. So why are we giving people universal secondary education?

Knowledge is most often viewed as an organizational resource, acquiring an exclusive status. It is no secret that at present, for example, the market value of many of the largest corporations, such as Pepsi-cola, Microsoft, IBM, is determined mainly by the value of the knowledge accumulated by the company. It is curious that the value of tangible assets of the largest companies averages only about 14% of their market value, therefore, the remaining 86% is intangible capital, including the knowledge that the company has. In order to understand this, one can imagine that all the main developers have left the software company. The loss in the value of its shares will be equal to the value of intellectual capital. Intellectual capital is a set of explicit and implicit knowledge [3].

One of the most urgent problems today is the migration of the Russian population to regions located in the European part of the country. There is a decrease in the population of Siberia, the Khabarovsk Territory, the Irkutsk Region, and other regions. At the same time, the share of pensioners in these territories is growing. One of the levers of influence on the influx of young people in these regions could be the distribution of university graduates studying on a budgetary basis. The issue of distribution is very acute for graduates of universities in Moscow and St. Petersburg. Conscription into the ranks of the armed forces brings its share of problems.

Against the background of all of the above, it is impossible to bypass the main problem today - the decrease in the population of Russia as a whole. The villages and regions remote from Moscow were the first to suffer. And the problem of the country must be solved globally, and not at the level of individual ministries and departments.

Examples of current educational issues

Technology and education

- What lessons have teachers and schools learned about delivering courses successfully online?
- What are the risk factors involved in online learning?
- Do all children have access to appropriate devices?
- What are the risks of children having open access to the internet?
- Is engagement with learning the same for all users?

Government policies and spending

- How is the government responding to increasing pupil numbers? How does this response impact teacher recruitment and overcapacity of secondary schools?
- What do budget cuts mean for pupils and teachers?

Assessment and attainment

- How has the new GCSE grading system impacted learning?

- What effect has the COVID-19 pandemic had on assessments and results?
- How accurate are SATs results for primary schools? Is placing this level of pressure on children a viable way of testing intelligence?

You should also familiarise yourself with the nature of the exam system and global trends in attainment.

School reform

- What are your views on all schools becoming academies?
- How successful are Free Schools?
- What is the curriculum and how is it taught?
- What do you know about school funding reform?

Health and child development

- How can we better support pupils' mental health?

Education and the curriculum

- How important are arts and drama education in secondary schools?
- How much early years education should be provided for free?
- What are your views on the flipped classroom?
- Has inclusion been impacted by Brexit? How does this impact citizenship education and exploring British values?
- What is your approach to mainstream education for deaf and hard of hearing students?

It helps to get used to talking about issues in education with stakeholders, pupils, teachers, governors and parents. If you do this, you'll have more informed thoughts and opinions and a broader knowledge of the topics.

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