

# A Study of the Finland Education System in International Research

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**Annotation:** In this article, the introduction of the Finnish education system, links in the Finnish education system, lower education, secondary education, textbooks in Finnish schools, the work of teachers, students at school are given detailed information about the possibilities.

**Keywords:** education, system, teacher, interest, lesson, break, international experience, school, academic high school, vocational college, cooperation, policy, reform, student, parent.

Improving the quality and effectiveness of the education system in the Republic of Uzbekistan, forming modern knowledge and skills in kindergarten students, pupils and students, close cooperation and integration between educational systems and the field of science, systematic work is being carried out to ensure the integrity and continuity of education. In particular, the current state of the national education system is to modernize it based on the requirements of the times, to educate young people as possessors of high knowledge and to be physically and spiritually healthy people, to increase the authority of the leaders and pedagogues of educational institutions, requires the implementation of consistent measures to create the necessary conditions for their effective operation.

The new National emphasized the importance of involving foreign experts, including Finnish experts, in the development of the curriculum. Finland's experience first during his visit to the Sirdarya region, President Shavkat Mirziyoev announced that textbooks for primary schools will be developed based on "Finnish standards" and explained this decision by saying that "Finland's public education is competitive in Europe and the whole world". Later, at a meeting with the president on the issues of development of Kashkadarya region, an order was given to implement the Finnish education system in 48 schools of the region starting from the next school year. instruction was given. The State Inspectorate for Quality Control of Education reported that this issue was discussed with a Finnish expert.

The country of Finland is one of the leading countries in the field of education with a very high level of literacy and orderliness. The "Finnish miracle in education" was first talked about in 2000, when the first results of PISA, an international program for evaluating the performance of students in education, were announced. Among the 32 countries participating in the study, Finland ranks first with 546 points (average score - 500), fifth in mathematical literacy with 536 points (after Hong Kong, Japan, South Korea and New Zealand) and natural- was ranked fourth in terms of scientific literacy (after South Korea, Japan and Hong Kong). Even in the next cycles of PISA, it is possible to observe the tendency of the results to decrease and the rating of Asian countries (Shanghai, Hong Kong, Taiwan, Singapore, Japan, South Korea) to increase, but Finland still ranks high. In addition, PISA's 2018 results report shows the largest gap between boys and girls in reading performance among OECD countries, with low reading scores. noted the doubling of the percentage of children, as well as the widening of the gap between the results achieved by children of families of different socio-economic status.[2]

At the same time, according to the results of the study, most children reported that they feel happy and connected to school.

The education system in Finland consists of several stages. Pre-school education is paid and its price is determined based on the financial well-being of the family. After that, there is a one-year compulsory

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pre-school preparation stage, which is considered free of charge. In Finland, children are admitted to school from the age of 7. Primary education lasts six years, and from the 7th grade, children move on to the first stage of secondary education, which lasts three years. All children should receive the same education in primary school and the first stage of secondary education. Children cannot be separated based on their abilities and interests. In primary school, only one teacher works with children, while in secondary school, a separate teacher teaches each subject. The academic year at the school is 38 weeks, each lesson lasts 45 minutes. Children's language (native language and literature, second language, foreign language), mathematics, science and health science, religion and ethics, history and social studies, art (music, visual arts, crafts), study economics and physical education as well as other subjects of their choice. [3]

In addition, special hours are allocated for functional and metacognitive skills (the ability to control one's learning process) and career counseling. The weekly load given to the student is low compared to other European countries: the minimum load in the 1st and 2nd grades is 20 hours, and it increases to 27 hours in the senior classes. In Uzbekistan, this load is from 22 to 34 hours per week. The schools have a relaxing atmosphere, there are no dress codes, textbooks and lunches are provided free of charge, and long breaks between classes allow children to play and relax.

In Finland, the average compulsory general education system includes a two-level school:

— lower (alakoulu), 1-6 grades;

— upper (yläkoulu), 7-9 grade.

In the additional 10th grade, students can improve their grades. Then the children either go to a professional college or continue their studies at a lyceum (lukio).

7 principles of the “secondary” stage of Finnish education:

**1. Equality.** There are neither elite nor “freer” schools in the country. 960 students study in the largest school in Finland. In the smallest - 11 people. All schools are equipped exactly the same, have the same facilities and the same funding. Almost all schools are public schools, and there are dozens of private schools. Another difference between them, apart from the fact that parents make partial payments, is the high demand for students. As a rule, these are special "pedagogical" laboratories: Montessori, Fran, Mortan and Waldorf schools. English, German and French educational institutions are also private. [4] Finland has a parallel education system in Swedish, from kindergartens to universities, respecting the principle of equality. The interests of the Saami people have not been forgotten, and education in their mother tongue is possible in the north of the country. Until recently, Finns were not allowed to choose a school, children simply went to the nearest school. The ban has been lifted, but most parents still prefer to send their children to a nearby educational institution.

**All subjects.** One subject should not be taught more deeply than others. There, for example, mathematics is not considered more important than art. On the contrary, the only reason for the establishment of separate classes for gifted children may be their inclination towards fine arts, music and sports.

**Parents.** The teacher knows who the parents of his student are, in the last place, only when the need arises. Teachers are forbidden to ask questions about parents' workplace.

**Pupils.** Finns do not classify pupils according to characteristics or choices. There are also no “good” and “bad” students. It is forbidden to compare students with each other. Both genius children and children with weaker intellectual potential are considered “special” and study together with everyone. In general, children with disabilities also receive education in the community. A regular school may have a class for students with visual and hearing impairments. Finns try to integrate people with special needs into society as much as possible. The difference between well-educated and lazy students is very small.



**Teachers.** Teachers also give all their love to children, “favorites” are not separated. Any deviation from the rule will lead to a violation of the contract with such a teacher. Finnish teachers should only act as educators. All teachers - physicists, writers, labor teachers - are equal in the team.

**Equality of rights of adults (teachers, parents) and children.** Finns call this principle "respect for the student". From the 1st grade, children are taught their rights, including making complaints about adults to a social worker. This encourages Finnish parents to understand that their child is an independent person and cannot be hurt either with words or with a whip. [5] According to Finnish labor law, a teacher does not have the right to insult a student based on his profession. All teachers sign a contract for only 1 year, which can be extended or terminated. Teachers are paid very well: a science teacher - up to 5000 euros, an assistant - up to 2500 euros.

**2. Free.** In addition to the study itself, the following are free:

- lunch;
- excursions, museums and any activities outside the classroom;
- transport that takes the child home and returns, if the nearest school is more than 2 kilometers away;
- textbooks, all school supplies, calculators and even tablet-laptops. Collecting money from parents for any purpose is prohibited.

**3. Individuality.** An individual education and development plan is drawn up for each child. Individuality refers to the content of textbooks used by students, the number of activities, classes and homework and the time allocated to them, as well as the educational material. [6]

In the same class, children perform exercises of different complexity. The evaluation system is also according to the personal level. If a “normal” exercise is completed with perfect marks, a higher level exercise is given the next day, and if it fails, it's okay, just a normal exercise. In addition to normal education, Finnish schools have two unique types of educational process: Supporting the learning of “freer” students is what tutors do in other countries. Tutoring is not a common education method in Finland, with schoolchildren providing extra help to students who need it during or after class.

Remedial education is associated with general persistent problems in mastering the material. For example, this may be due to lack of understanding or recall of the Finnish language used in education, poor mathematical skills, or antisocial behavior of some children. Correctional education is conducted in small groups or individually.

**4. Practice.** “Either we prepare for life, or - for exams. We choose the first,” say the Finns. That’s why there are no exams in schools in Finland. Control work and intermediate tests are determined by the teacher's decision. There is only one compulsory standardized test at the end of secondary school. It is worth noting that the teachers do not care about the results of the test, they do not answer to anyone for the test results, and the children do not prepare for it: good luck. Finnish schools provide knowledge necessary for life. For example, they will not need the structure of a device, nor will they learn it. Children there know well what a portfolio, contract, bank card is from childhood. They can calculate inheritance tax percentage or future income, create a website, etc.

**5. Trust.** First, there are no different checks for school staff and teachers, and there are no different methods of teaching students. The educational program in the country is the only one, there are only general recommendations. [7] Each pedagogue uses the method he considers correct. Secondly, confidence in children: in classes, the student can do what he is interested in. For example, an educational film is being shown in a literature lesson, but if the student is not interested in it, he can read a book. The student chooses what is useful for him.

**6. Desire.** A person who wants to read will read. Educators try to draw the student's attention, but if he does not have interest or ability in the subject being taught, they will not immediately “treat” him with “two” grades, send the child to a less complicated, practically useful profession in the future. they will cry.



This is also dealt with in secondary school - whether a particular teenager should continue his education at a lyceum or if he has enough knowledge, perhaps he should go to a professional vocational school. It should be noted that these two roads are equally valued in the country. Determination of the inclination of each child to one or another activity is carried out by the "future teacher" through tests and interviews. In general, the educational process in a Finnish school is gentle, but this does not mean that the school cannot be taken seriously. Compliance with the school regime is mandatory. All missed classes must be retaken. For example, a teacher sets a "free hour" from his schedule for a 6th grader or walks into a 2nd grader's class. It is up to him whether he teaches or is bored. If it interferes with young people, it will not be taken into account, and they will have to sit again at another hour. The parents of the child who did not fulfill the task assigned by the teacher, did not work in class, are not called to school, are not reprimanded, and are not accused of mental retardation. If the parents are indifferent to their child's behavior, the child will not simply go to the next grade. In Finland, it is not considered shameful to stay in the same class for a second year, especially after the 9th grade. Serious preparation for adult life is necessary, so Finnish schools have an additional (optional) 10th grade.

**7. Independence.** In Finland, it is believed that the school should teach the child the most important thing - independent and successful life. Therefore, he is taught there to think and learn according to his will. The teacher does not talk about new topics - everything is in the book. It is important to know how to attract the necessary resources to find a solution to current problems - not using memorized formulas, but using a reference book, a text, the Internet, a calculator.

Also, school pedagogues do not interfere in conflicts between students, they are given the opportunity to prepare independently for life situations and develop responsibility for answering for themselves. Although Finnish schools are the same, the educational processes in them are organized differently. In Finland, the school year starts in August, that is, from August 8 to August 16, there is no single day. The academic year ends at the end of May. There are 3-4 days off in the autumn term and 2 weeks off at Christmas. The spring semester also includes the "ski" holiday in February, when Finnish families typically go family skiing. [8] There is also an Easter break in the spring term.

**Education - five days, only in the day shift. Friday is a shortened day.**

**Grades 1–2:** Mother tongue (Finnish) and reading, mathematics, nature, religion (depending on faith) or life concepts (for those not interested in religion), music, visual arts, work and physical education. Several subjects can be taught in one lesson.

**Grades 3-6:** English is taught. In the 4th grade - another foreign language by choice: French, Swedish, German or Russian. Additional subjects are included (optional, different for each school): keyboarding speed, computer skills, woodworking, choral performance. Almost all schools teach to play musical instruments, children try to play all musical instruments during 9 years of education.

In the 5th grade: biology, geography, physics, chemistry and history are added. Almost all subjects from 1st to 6th grade have one teacher. Physical education lessons are held 1-3 times a week in the form of any sports game (based on the choice of the school). Taking a shower after class is mandatory. Literature is not taught as we understand it, it is more like just reading.

Science teachers start entering only from the 7th grade.

**Grades 7–9:** Finnish language and literature (reading, local culture), Swedish, English, mathematics, biology, geography, physics, chemistry, health basics, religion (or music with a life concept, visual arts, physical education, elective subjects and work (boys and girls are not separated). All learn to make soup and sawmill. In 9th grade for two weeks, they are introduced to "working life". Children for themselves they find the desired "job" and go to "work" with great enthusiasm.[9]

A 10-point system is adopted in the country, but up to the 7th grade, grades are given only in words: below average, satisfactory, good, excellent. In grades 1-3, there are no visible grades at all.



In Finland, all schools are connected to the state electronic system “Wilma”, which is like an electronic school diary, and each parent has a personal code to access it. Educators grade, determine attendance, and inform about the child's life at school; a psychologist, a social worker, a "future teacher", a paramedic will also leave the necessary information there.

In Finnish schools, grades are not a cause for concern, they are only necessary for the student himself, they are used to motivate the child to achieve the set goal and to check himself. Grades do not affect the reputation of the teacher, the school and do not violate any indicators.

The territory of the schools is not fenced, there are no guards at the entrance. Most schools have an automatic entrance gate, and access to the building is based on the class schedule. Children don't have to sit at desks and tables in class, they can also sit on the floor (carpet). In some schools, classrooms are equipped with sofas and armchairs. The small school building is equipped with carpets. There is no uniform, there are no requirements for clothing, you can come in whatever you like. Extra shoes are required for changing, but junior and middle school children prefer to wear socks. In warm weather, classes are often held outdoors in front of the school, on grass or in specially equipped rows. During the break, the children of the junior school are definitely taken out into the street. Homework is rarely given. Children need to rest. Parents are not obliged to take lessons with children, instead, pedagogues recommend going to a museum, forest or swimming pool as a family. “In front of the blackboard” method of teaching is not used, children are not called to the blackboard to recite the material. The teacher gives a general tone to the lesson, then walks among the students, helps them to complete the tasks and controls the process. A teacher's assistant (Finnish schools also have teaching assistants) is also busy with the same job. You can write in the notebook with a pencil and erase as much as you want. The teacher can also check the task in pencil.

They constantly research how the country's school system responds to changes in society. [10] The good news is that Finnish children do not wake up at night from nervous tension, they do not dream of growing up faster, they do not hate school, students prepare for the next exams and do not torture themselves and the whole family. . Calm, thoughtful and happy Finnish children read books, watch films without translation (in the original language), play computer games, ride rollerblades and bicycles, create music and theater plays, sing songs. They enjoy life and manage to get an education in between.

After nine years of general education, children have to choose one of two paths in the second stage of secondary education:

**Academic education** - in the academic direction, where admission is carried out through exams, children are prepared to enter higher education institutions and can study specific subjects in depth.

**Vocational (professional) education** - those who want to take up a profession with something, after choosing a vocational direction, become the holder of the appropriate certificate. At the end of three years of education, the results of the students participate in the national exams, which decide whether to enter higher educational institutions. Higher education can be obtained at universities that focus on scientific research or at universities of applied sciences that are more practice-based. Higher and higher education is divided into bachelor's degree, master's degree, licensure (licensure is an intermediate stage between master's degree and doctorate of science) and doctorate. The experts of the World Bank have listed the following distinctive aspects of Finnish society that completely distinguish it from other countries, especially in the education system: small, ethnically and culturally homogeneous population (only 4% of the Finnish population is Finnish not) and a high level of income per capita. The population of Uzbekistan is not only large, but also ethnically, culturally and religiously diverse, and the income level is below average. When Hanna Simola of the University of Helsinki researched the historical and social roots of the “Finnish miracle”, she found that Finland's transformation from an agrarian society to an industrial and then a post-industrial society happened very quickly, with the same rapid development in the field of education. states that it is possible to achieve: the introduction of general education in Finland began only in the 1970s, and it was implemented “rapidly, systematically and even totalitarianly”. According to Simola, one of the main





features of the reform in the country's education system in the 1970s was the introduction of the same comprehensive schools for all, abandoning the separation of schools into "strong" and "ordinary". The World Bank also noted that the rejection of early separation of children (according to abilities and interests) is one of the main features of Finnish school education.

In Uzbekistan, experts say, the strategy of development of education and science envisages the establishment of special schools and specialized schools for gifted children, for example, where students are accepted from the 5th or 7th grade.

In Finland, secondary schools are not only the same in terms of curriculum, but also in terms of funding. Part of the financing comes from the central budget, and the rest from the local budget. When asked by an Australian ABC News reporter that the school that the film crew came to looks rich and probably gets more money, the school director says that it is not, that this school is funded the same as the others. True, the funding is the same per student, that is, the amount of funding depends on the number of students.

Another important aspect of the reforms in the Finnish education system is that since the 1970s, the training of primary school teachers has been transferred from colleges and seminaries to the reorganized faculties of education of universities, and it has been established that school teachers must have a master's degree. Currently, to teach in elementary school, a teacher must have a master's degree in the field of education, and to teach in secondary school, a master's degree in the subject he is teaching.

Of the 300 credits (180 credits in the bachelor's degree and 120 credits in the master's degree) required for obtaining a master's degree in Finnish faculties of education, as a rule, at least 60 are devoted to pedagogy-related subjects, and from 15 percent to half of the study time is allocated to pedagogical practice. Since the professional development of working pedagogues is the responsibility of local municipalities and how to spend the budget is up to them, the possibilities and forms of professional development may differ depending on the region and school. The system of professional development in Uzbekistan, as a rule, is regulated by government decisions and is the same for everyone. Only recently, teachers were given the right to choose an educational institution to improve their qualifications.

Pedagogy is one of the most popular fields of study in Finland. For example, in recent years, about 7,000 applicants applied for an average of 900 places in primary school teacher training faculties. Because salaries are lower than in other fields (for example, an elementary school teacher earns 22 percent less than other professionals with a master's degree, and a first-year middle school teacher earns 15 percent less) and stress levels are increasing however, many teachers feel satisfied and committed to their work: only 10-15% of teachers change their field during their career. It was also noted that parents have high trust and respect for teachers.

According to Hanna Simola, another important turning point in Finnish education reforms was the abandonment of official control over teachers and schools in the 1990s: "school inspections, official approval of detailed curricula, textbooks and teaching materials, All traditional control mechanisms, such as journals, where the teacher had to write down each lesson, disappeared."

According to Pasi Salberg, an education expert and the author of the book "Finnish Lessons" about Finland's educational reforms, there is no attempt to force teachers in Finland on the basis of "whips and sweets", on the contrary, they are given a lot of freedom. (autonomy) is given. Teachers must assess their students and report on their progress, but at the same time, they can also develop their own programs that they think are best suited for the students. According to the World Bank, this system is based on mutual trust: the Finnish Center for Educational Evaluation (FINEEC) conducts regular evaluations of individual cities, but does not compare schools with each other, and schools that do not receive such evaluations and uses its assessment methods to identify and correct teaching problems.

In general, decentralization and the granting of freedom (autonomy) to municipalities and schools are recognized by many researchers as one of the most important results of reforms in the Finnish



education system. For example, the National Curriculum sets the goals and objectives for each subject in school, as well as the general rules related to the learning environment, teaching and assessment, but municipalities and schools are guided by the National Curriculum and local specificities and can develop its own programs based on the needs of its students.

In conclusion, it can be said that the most important factor in the success of the Finnish education system is the capacity of teachers. The independence of teachers given by the education system means that this profession is even more important for the Finnish people. The flexibility and independence of teachers in the education system is also important in ensuring the quality of education. serves as an important factor in its development.

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