

## WORLD EXPERIENCE IN THE HISTORICAL DYNAMICS OF CONTINUOUS EDUCATION

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**Abstract:** This article presents the history of the development of types of education in Europe and the East, Asia and America. The historical features of education are revealed. The educational views of the Eastern thinkers - Muhammad Musa al-Khwarizmi, Abu Nasr al-Farabi, Abu Ali Ibn Sina, Abu Rayhan Beruni are described.

**Key words:** lifelong learning, mythological education, scholastic education, enlightenment, technology, educational technology

The types of education in Europe and the East, Asia and America have emerged as a result of historical development. The first type is **mythological education**, in which the essence of the world is studied in the form of fairy tales, legends, epics, short stories and songs.

The next historical type was **scholastic education**. According to its essence, in education the knowledge of text culture and knowledge of earth and sky is expressed in words, on the basis of memory and will training the younger generation is given knowledge about human existence and the content of activities organized by it, literacy and speech culture.

The third historical type of education is enlightenment, which arose at a time when secular knowledge was being created. Since the twentieth century, the development of various educational paradigms (models), types and forms has been observed [1].

Historical features of education. The content of education has a historical character, because it is determined by the social goals and objectives that take precedence at this or that stage of development of society. This means that the content of education changes under the influence of the requirements of the level of development of social life, production and professional knowledge. These approaches (pragmatic and cultural) determine the content of education at different stages of human society.

In the Middle Ages, in the Near and Middle East, religious educational institutions - madrassas - were centers of education and science. Uzbek, Russian and foreign orientalists have proved that madrasah-type educational institutions originated in Central Asia and spread to other countries [2].

The Awakening in the East Oriental thinkers Muhammad Musa al-Khwarizmi, Abu Nasr al-Farabi, Abu Ali Ibn Sina, and Abu Rayhan al-Biruni put the human person first in their educational views and considered it necessary for children to achieve comprehensive, physical and aesthetic development, as well as language skills. . The sciences that make up mental education include the natural sciences, such as mathematics, astronomy, mechanics, and natural sciences.

The activity of Muhammad Taragay Ulugbek (1394-1449) in Samarkand shows that in the XIV-XV centuries it served as a center for the development of science in madrassas.

Muhammad Taragay Ulugbek was the ruler of Samarkand and was famous as an astronomer, mathematician and historian. Historical evidence also notes that the scholar was also a skilled educator. For example, the scientist has brought up many talented young people. He attached great importance to the study of scientific knowledge by people, especially young people.

As a man of great talent, the scholar went several centuries ahead of his time. Almost 600 years ago, Muhammad Taragay Ulugbek put forward the following axiom: the pursuit of knowledge is the way to the development of the state. The current experience of economically developed countries fully confirms this idea.

The enlighteners of the European Renaissance (XIV-XVI centuries) in the XVIII-XIX centuries also put forward the idea of harmonious development of the individual. For example, the Italian enlightener V. De Feltre (15th century) organized a "school of joy." In this school the child is given the opportunity for free physical and mental development. J.J. Russo's theory of free education, I.G. Pestalotzi's idea of developing a person by involving him in active life activities had an impact on the development of pedagogy of the twentieth century.

In the definition of the concept of continuing education in the national and foreign scientific literature can be distinguished three main directions:

1. Lifelong learning (LLL).
2. Adult education.
3. Continuing vocational education and training.

The European Parliament and the Council of Europe developed a program on the 18th of December in 2006 with recommendations for the development of key competencies for lifelong learning. The goal of this program is to ensure that young people develop basic competencies by the end of primary education to the level where they are "ready for marriage after puberty and lay the foundation for future study and employment so that adults can develop and perfect their competencies throughout their lives" [3]. This situation is typical for a number of other countries, and the second direction of pedagogical technology - theoretical and didactic aspects - became the subject of research in the US and England in the early 80s. Because the word "technology" in the broadest sense is the transfer of theoretical knowledge to the goal of practice, the need to develop specific ways of this transfer has been recognized.

Lifelong learning can take a variety of forms - distance learning, online learning, traditional continuing education, evening and distance learning. Forms of continuing professional education include active-creative teaching methods based on independent and creative approaches, which take different forms of universities and distance learning. In one of the forms of "lifelong learning" we include independent learning, which provides targeted education, which is carried out on a regular basis in order to improve the knowledge, skills and competencies necessary for personal and social development and employment of each person [4,5,6]. The search for ways to improve the education system of the Republic of Uzbekistan requires a comprehensive, comparative analysis of the state and directions of development of education systems in our country and the world. Such scientific pedagogical research can be carried out only on a solid methodological basis. This is the basis for the effectiveness of solving the problems under study.

An objective assessment of the processes and facts related to educational reform in our country, the search for positive elements of international experience and opportunities for the rational application of this experience in the education system of Uzbekistan is a priority in the direction of new pedagogical thinking.

The system of continuing education and training of personnel in the Republic is managed by the state through the structural transformation of state and non-state educational institutions and their consistent development. The implementation by the Republic of Uzbekistan of treaties and conventions in the field of human rights, education, children's rights, taking into account the world best practices in the field of training are relevant to all aspects of the system of continuing education and training. In recent years, in the process of reforming the education system, a solid legal, organizational, material and technical base has been created in the country, which has helped to update the content of teaching and educating the young generation with high intellectual potential and harmonious development. During the years of independence, the education system and upbringing of a harmoniously developed generation in our country have risen to the level of the main priorities of state policy. However, the analysis shows that the effectiveness and results of the work carried out in the field of preschool education are insufficient [7]. At the same time, the results of the analysis of the development of general secondary and secondary special, vocational education showed that the system does not meet today's requirements and needs radical reform.

Thus, the methodological principles of consideration of these issues, in our opinion, can be described as the practice of restructuring the education system of Uzbekistan on the basis of an objective, comprehensive comparative analysis of educational reforms in our country and abroad.

In the context of new pedagogical thinking, the principle of taking into account the interaction of educational systems is of particular importance.

If we have previously looked at education systems, pedagogical problems, mainly in terms of national differences (specific), in the current situation, in our opinion, the interaction on a universal scale is developing. This requires the emergence of a new methodology, which in turn complicates the analytical process.

The principle of historicity clearly reveals the sequence of development of pedagogical thinking, its methodological basis. It is the logic of historical development that has legitimately led us to a new pedagogical thinking.

The Asian model of education is characterized by the fact that private business in addition to the state also plays an important role in financing education. Here, schools are run by municipal authorities, while private and public universities are roughly equal in number. In general, local sources of funding account for more than national sources. Primary and secondary education is mostly free, while higher education is paid. It has a multi-sectoral system that helps students pay for educational services through grants and loans [9].

In the American system, the quality of education in public and private schools, the best and average universities, differs sharply. In primary schools, the simplified requirements for the level of knowledge of students increase as they acquire knowledge. While more diverse social sciences are taught in primary schools, there is ample opportunity to specialize in reading in secondary schools. In the American model, higher education institutions have a high degree of independence in defining the content of education. Public authorities are almost not involved in this process.

In both basic systems, stratification and specialization are common and fundamental means of educational effectiveness. American students are tested to be divided into groups according to their interest in a particular science and profession, ability and talent, mixed interests. This has become the main approach in the US, UK, Germany, France, Italy, Canada and other countries. These processes are seen as an important condition for the development of man and society.

➤ Represents a combination of Eastern and Western, traditional and modern approaches to the organization and methodology of training, preparation of specialists. This model reflects the

institutional structure and elements of education system management that are specific to Asian countries and are derived from outside the region, particularly from the United States, the United Kingdom, and a number of European countries.

- In contrast to the European and American models, the Asian education model is characterized by the following.
- The importance of primary school (in most of these countries, including Japan and South Korea, primary schools last for 6 years instead of 4 years);
- Special attention is paid in the school curriculum to the spiritual and moral sciences (music, fine and applied arts, ethics and aesthetics), which provide students with a sense of harmony, the formation of high moral standards;
- Openness of the education system to different segments of society (in South Korea, 97% of citizens aged 25-37 have higher education, which is the highest rate in the world);
- flexibility and high stratification of types of educational institutions (in South Korea there are not only ordinary colleges and universities in the field of higher education, but also vocational technical colleges, other educational institutions with college status, open and part-time universities);
- Special attention is paid to the study of foreign languages, primarily English (not only in the former British colonies of Singapore, Hong Kong, Malaysia, India, but also in Japan and South Korea, where the issue of giving English the status of a second state language is under discussion)
- Of course, in each country of the region, the Asian model of education has its own characteristics, and in some countries, some of its features are still visible. For example, ensuring the popularity of education in India, the international recognition of Indian diplomas, the establishment of branches of leading foreign universities in the country is still an urgent task.

In Turkey, the priority is to raise the level of higher education in the United States and Europe.

It is difficult to say anything about the specific or clear superiority of a particular basic model of education. It should be noted that such models often emerge as a result of mastering and reforming the experience of the national systems of England, France and Germany, which were formed in the late nineteenth and early twentieth centuries, even in European countries and the United States.

From the above, we can conclude that the competitiveness of any country today depends primarily on its level of education and science. The current state of economic and social development places more demands than ever on the level of professionalism and vocational training of human activities.

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