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Research Article

COMPARATIVE ANALYSIS OF EDUCATIONAL MODELS

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ABSTRACT

In this article it was discussed the education system of many developed countries and their education models. In addition, it was highlighted the role of education models in the development of Asian and European education systems.

KEYWORDS

Education system, higher education, model, collaboration, experience and tradition, cycle, element, Metriz.

INTRODUCTION

Influential international organizations, in particular the Organization for Economic Co-operation and Development - and experts [33] believe that the Asian model of education is more perfect than the European model. In particular, Japan, South Korea, Singapore and Taiwan (China) are leading among many countries (along with Finland and Canada) with the best national

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education system in the world. The fact that these four countries of the region have joined the ranks of socio-economically developed countries of the world due to the Asian model of education is another confirmation of the effectiveness of this model.

MAIN PART

It should be noted that Hong Kong (China) surpassed its former colonial United Kingdom in terms of average GDP per capita and purchasing power ($ 34.7 thousand in 2005). Singapore, a colonial power half a century ago, is ahead of Germany and Italy ($ 29.8 thousand). In South Korea and Taiwan (China), the figure is around 22-25 thousand dollars. In addition, Singapore ranks second in the world in terms of high-tech exports (5/3 of industrial exports), while the other three "Asian Tigers" are on a par with the United States (3/1). Interestingly, even the most powerful country in the world could not withstand the influence of China not only in the field of textiles and electronics, but also in the field of school education. Hundreds of high schools in America have decided to switch to textbooks and methods used in the PRC and Singapore in the process of teaching mathematics.

RESULTS

In addition, high school students who have completed this task demonstrate that they have a high level of knowledge. It is difficult to say anything about the specific or clear superiority of a particular basic model of education. Typically, such models are even present in the European and U.S. education systems, respectively. It should be noted that the European and American education systems emerged 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. As noted above, the American model is a unique example of the use of different models in the organization of the higher education system. Here, the British, French and German models are being implemented step by step. While the influence of the British system in the first stage of education in the United States is strong, the second stage is similar to the French system of vocational education, and in the third stage research specific to the German model is being actively developed.

The deepening of economic, scientific and cultural integration in the world is involving all countries

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in the process of rapid globalization, which is making radical changes in all spheres of human activity. The emergence of the concept of "internationalization of higher education" in the world can be a striking example of such an impact. In this regard, we are talking about the international basic model of education, which is adopted in every country in the world. The strategy of radical change in Uzbekistan is based not only on local values, experience and traditions, but also on the use of advanced foreign experience. In the process of reforming the national education system, Uzbekistan seeks to take into account and creatively use the achievements of other countries, where the above three models of education, first of all, elements of the Asian model of education are successfully applied.

The first cycle is aimed at imparting general knowledge of the specialty in accordance with the rules of higher education. The organization of education into separate specialties usually begins in the 3rd year. Training of narrow specialists is carried out only in the third cycle. Such peculiarities of the multi-level higher education system are widespread around the world in Anglo-American and French models. The Anglo-American system of higher education exists in the United States, the United Kingdom, India, Australia, New Zealand, Japan, Israel, and other countries. The duration of the first cycle of higher education varies from country to country. For example, 4 years in the US, 3 years in the UK. To get a master's degree, you need to study for another 2 years (1-1.5 years in some specialties). A bachelor's degree can be obtained after a 5-year system at a number of engineering colleges in the United States. In order to obtain the first doctoral degree in medicine (dentistry, veterinary medicine), 8 years of education have been introduced.

DISCUSSION

In Japan, a bachelor's degree can be obtained after 4 years of study (except for medical specialties), and a master's degree equivalent to another 2 years of study is required.

The French model of higher education (Appendix 3) has been introduced in Belgium, Switzerland, Norway and other countries besides France. This system involves the admission of students on the basis of careful selection. In the first 1-3 years, students are actively involved in the selection of

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future narrow specialties, as well as education through general programs.

The distinctive features of the multi-level French model of higher education are:

1. French universities have a single curriculum for a number of majors in the first two years of study.
2. A student who has completed the 2nd year of the university and received a certificate may continue his / her studies in the 3rd year of the same university in his / her chosen specialty or transfer to another university or continue his / her education in elite educational institutions (Grande Ecole - high school, Ecole Normale - ordinary school) possible.
3. Students who have completed the 3rd year of the university will receive a "license" diploma. Students who receive such a diploma have the right to continue their studies in the 4th year or to drop out of study and engage in practical work in their field. Students who complete the 4th year will receive a "meter" diploma.
4. The diploma "Metriz" indicates that its holder has a complete higher education.
5. There is no single copy of a master's degree in France.
1. There is also no specific term, no name, for the second cycle of education in the French higher education system. The second cycle usually means the next stage after the first 4 years of higher education. The second cycle of the French higher education model involves 1-2 years of education, during which graduates receive a specialization diploma in which they have acquired in-depth knowledge in their chosen field.
6. A diploma indicating a specialty (for example, a university diploma in technology after 2 years of study) indicates the completion of one of the 3-cycle education system in the higher education system.

For example, if a student who has completed a 5-year course at a specialized university receives an engineering diploma, a student who has completed the first 1 cycle of the university can become a holder of such a diploma only after completing another 3-year course.

7. There is a wide network of 1-year retraining courses in specialized higher education institutions, which provide a diploma in a particular field or the right to enter the doctoral program.

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To enter the university, each entrant takes a test in mathematics and English. In America, students can take entrance exams in math and English while they are in grades 10-12, at a time convenient to them. Such tests are conducted 3-4 times a year in America.

Comparative analysis of the Japanese education system. In Japan, the policy of applying science and technology, which has been using the intellectual potential of the people since time immemorial, is of paramount importance. Japan currently ranks second in the world in terms of investment in scientific research. There are more than 600,000 scientists in Japan, and about 270,000 patents have been obtained for inventions. According to these indicators, Japan now ranks 1st in the world. The peculiarity of research activities in Japan is that the cost of it is 3% of GDP, which is the highest among developed countries.

CONCLUSION

In Germany, on the other hand, higher education differs from the Anglo-American and French models in that it is broadly career-oriented (as in Russia). There is not even a division of higher education into cycles. The educational process takes 4 to 6 years, all of which do not meet the requirements of the Anglo-American and French higher education systems. According to international standards, 5-6 years of higher education in German universities correspond to the first cycle (bachelor's degree) of the Anglo-American and French higher education systems. Therefore, in recent years, in order to increase the importance of diplomas of German universities, proposals are being made to reduce the initial stage of higher education to 4 years.

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