

## International Experience in Reforming Higher Education Systems on the Example of the Scandinavian Countries

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**ABSTRACT:** Modernization as a process of change in the model of education is associated with the challenges and requirements of modernity in terms of innovative components. The experience of reforming higher education systems in Finland, Sweden and Norway is considered. The relevance of the study is related to the need to study the experience of developed countries using various models and modern technologies in education, with an increased differentiation of educational services for different segments of the population.

**KEYWORD:** educational technologies, teaching methods, Scandinavian countries, global changes in the labor market

### Introduction

The driving forces of economic, technological, social and human development are at the heart of the changes that are fundamentally affecting educational technology. The problem of education was the contradiction between the shift towards the practical value and relevance of education, on the one hand, and the need for national governments to allocate significant resources for new trends, on the other hand. The purpose of the work is to study the features of the educational models of the Scandinavian countries that affect the formation of human capital.

**Literature review.** The results of the analysis made it possible to identify significant features of training programs, successful educational pedagogical experience and an understanding of the practical value of higher education. Models of learning are associated with global changes in the labor market, migration flows and the aging of the population of European countries. Characteristic features of foreign countries are the availability of models for students from 25 to 64 years old. It is determined that the role of the state and business in the implementation of the educational and innovation policy in the Scandinavian countries is significant. The governments of the Nordic countries, by developing the institutional environment and basic infrastructure, are benefiting from the globalization of education, providing citizens with the opportunity to acquire the knowledge and skills, have a healthy environment, they need to get a job and a high income. Once educated, citizens further participate in local, national and global communities.

The theoretical significance of the article lies in the need to justify the widespread use of effective teaching methods, especially for postgraduate education, to various categories of Russian citizens. It is recommended to expand the possibilities of modern distance e-learning technologies, including the disciplines of the natural science cycle.

The successful economic component of countries is a characteristic of the innovative processes of a functioning educational model. In all civilized countries, new education systems are being searched from the standpoint of the interests of society and individual development of a person. The object of the study was the Scandinavian models of higher education systems, showing successful experience in implementing educational programs. Scandinavia, which includes five countries: Finland, Norway, Sweden, Iceland and Denmark with autonomous regions (Greenland and the Faroe Islands), is a developed economic region with a high level of innovation, constantly modernized infrastructure, qualified and educated personnel. The standard of living is high. Thus, in Sweden, GDP per capita in 2016 was 51.3 thousand dollars, in Finland – 42.6 thousand dollars, in Norway – 69.7 thousand dollars; in Denmark - 53.4 thousand dollars.

The Human Development Index (HDI) in these countries is very high: in Sweden -0.898; in Finland -0.892; in Norway -0.948, in Denmark -0.900. Countries, having different forms of government (in Sweden, Norway and Denmark - a constitutional monarchy, in Finland - a parliamentary-presidential republic) and realizing that the education system is inextricably linked with both the socio-economic formation within which it develops, and with the form of government, they consolidate efforts to improve the level of education of their citizens [1]. The instrument for implementing the Lisbon Strategy for the Nordic countries is lifelong learning. Over the past 10 years, spending on education per student has increased by up to 10% in primary, secondary and higher education in almost all European countries, including Scandinavian ones. The exceptions were Denmark and Iceland, where spending did not change only in primary and secondary schools. [2]

VV Tropnikova248Researchers reveal the issues of teaching technology. Yu. S. Vasiliev believes that technology is a way of transferring a student's knowledge from one state to another [3], for example, from secondary to higher education. This technology may include the entire set of educational, methodological, informational, technical means, as well as the training mode, methods of knowledge control and a combination of industrial and theoretical training [4]. When reforming the education system, the center of gravity in the development of methods, according to I. A. Sletkov, will shift to the regions, to specific educational institutions, and the results will be determined by specific faculties and departments, specific teachers in collaboration with colleagues and students [5 ].E. A.

Petryakova, having studied the regional educational space as an interconnected complex structure of levels in the education system, came to the conclusion that in higher education, in a number of areas, a gap has formed between the global needs of society and the results of education [6]. It was proposed to consider the regional educational space as “a phenomenon that includes a complex of fixed positions of interacting subjects and that, along with the content determined by the world and national features of the development of the education system, has regional specifics” . E. N. Podshibyakina pointed out that “the Russian education system is, as it were, under the double pressure of changes, experiencing the impact of global and internal changes,” among which the researcher highlights the need for budgetary financial support.

**Discussion.** The principles of organizing financial control over the regional education system as a whole were proposed to ensure the targeted development of education and the rational use of the resource potential of the system. V. Stepanenko focused on the most important element of management-control and analysis of financial and economic activities in relation to the education system at the regional level due to chronic underfunding of higher education institutions in the regions of the Russian Federation. A comprehensive system of financing universities using market technologies and methods has been proposed [7]. In foreign literature, the issues of the need for globalization and integration of educational systems occupy a significant place.

S. Bakhtiari, H. Shadzhari emphasized the impact of globalization on the education system. The authors highlight the positive and negative effects of globalization and emphasize that effective education systems are the basis for opportunities to lead a decent life. The most important function of the public sector is to provide adequate access to educational services. The existence of a difference in educational opportunities between countries is one of the reasons for global inequality, especially in the new technological environment. M. A. Geozhazha, S. Maikhanovich spoke about the influence of neoliberalism and market reforms, which increase the negative forces of globalization and internationalization for developing countries. Often countries with an emerging market are faced with the universalization of curricula and the internationalization of education. Scientists offer their own alternative roadmap for the development of the education system for various countries.

Santiago and other scholars analyze the most important policy priorities in OECD countries: regulation, distribution, management of education resources in order to improve its quality and efficiency. Four types of resources are considered financial, such as public funding; human, such as teachers and administration; physical, such as buildings and equipment; and others such as training time. It is recommended to develop strategic planning, to provide more opportunities for the professional development of teaching staff. P. Santiago, B. Avalos, T. Burns draw attention to the fact that the effectiveness of education is a key component of the entire education system. According to authors like P. Blancheney, T. Burns, F. Kester, the governments of countries involved in reforming education allocate financial resources without taking into account the real needs of the labor market. The types of resources, such as financial and physical, study time, location of the university and technical equipment are considered, the issues of regulation, distribution, use and management of the education system are studied in order to improve the quality, accessibility for various segments of the population and the fairness of education.

The problem of the educational services market in the OECD countries, including the Scandinavian countries, is the reluctance of young people to acquire solid basic skills for active participation in society, despite the available opportunities. Countries facing migration flows, population aging, introduce comprehensive strategies and reforms related to changes in curricula, paying special attention to ensuring the quality of education. For example, in Sweden, since 2011, a new system of higher and secondary vocational education has been introduced, including apprenticeship. The content of the curricula is also undergoing changes. For example, in Norway, when undergoing industrial practice at a university, it is necessary to obtain a certificate (certificate) of industrial practice, which indicates the strengthening of the practical orientation of training programs. In Sweden, the income of universities from practical

developments and scientific research in 2009 alone amounted to 30 billion kroons. It should be noted that the study of the international experience of developed countries is relevant and cannot be exhausted only by the presented authors.

During the research, at the exploratory stage of collecting information, abstracts of dissertations on education systems and financing were studied, on the content of work programs, attention was focused on the problems of reforming the education system at the regional and local levels. The information and legal base was formed by federal laws of the Russian Federation. Theoretical methods were applied, such as the analysis of pedagogical, sociological and philosophical literature; analysis of teaching and methodological aids. The methodological basis of the study was also made up of theoretical methods of comparative and system analysis, statistical analysis of data for the Scandinavian countries and individual EU countries. The statistical data presented on the official websites of Sweden, Norway and Finland were analyzed. The analysis of methodological, analytical, pedagogical literature was devoted to the study of international experience in reforming the education system of the Scandinavian countries.

The Scandinavian countries are constantly engaged in reforming their education systems. Let us characterize the features of reforming Finland. Changes in the education system began in 1994 with the reform of schools, including changes in the basic school curricula. The active position of teachers made it possible to organize interschool cooperation in order to transfer experience in applying innovative approaches. A feature of the structure of Finnish higher education, the controlling body of which is the country's Ministry of Education, is the presence of two systems: universities and polytechnics; and those others are state-owned. The fundamental difference between polytechnic institutes is the preferred multi-stage cycles with a focus on the needs of the regions and practical orientation. The total number of universities is 29. The terms of study are from 3.5 to 4 years. Each higher educational institution of the country establishes its own rules for entrance examinations for applicants after the preliminary competition of certificates.

If until the 2000s teaching at universities was conducted only in Finnish and Swedish, after that the number of programs in English increased sharply, which ensured the process of integration and international recognition of programs. Annual expenses per student for all services are significant: from 5.7 thousand rubles. dollars in pre-primary education to 18.0 thousand dollars per university student.

A comparative analysis of the higher education systems of the Scandinavian countries led to the following conclusions: the reform of the education system affected all levels, is based on uniform educational standards, universality and widespread introduction of modern e-learning technologies. Models of education systems in Finland, Sweden and Denmark are effective in the market of educational services, use advanced innovative experience. Obtaining key competencies is associated with lifelong learning. The percentage of the population aged 25 to 64 years and older participating in non-formal and formal education for adults is increasing, which is associated with innovative technologies, the intensification of production, and the aging of the population in European countries. Given the migration processes, countries are actively adapting educational models, investments in which are significant. Thus, Sweden, having up to 16% of migrants from the total population of the country under the age of 30, and feeling the migration crisis more acutely than other Scandinavian countries, makes significant investments

in educational programs. Adaptation of educational models is associated with changes in the international labor market.

The Scandinavian countries function as an integrated labor market; Historically, migration flows increased with an increase in average income, and a decrease occurred with an increase in the unemployment rate; citizens with higher education migrated more often than those with secondary education. The quality of education is high, diplomas are "quoted" all over the world. Up to 77% of the total number of students in the universities of Finland, Sweden and Denmark is represented by citizens of European countries.

**Conclusion.** There has been a decrease in the availability of education due to the introduction of fees for citizens of countries outside the EU, with the exception of Norway. Changes in higher education provide international recognition due to the high quality and competitiveness of the educational services received. The role of the state in the implementation of the strategy of educational and innovation policy is significant. The Russian Federation needs to: – actively use the positive international experience of reforming education; – develop international scientific relations; – along with the pedagogical traditions of higher education, expand the use of pedagogical innovations; – use the experience of "Digital Competence for All"; – increase the number of training programs for various age categories at the national and regional levels.

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