

**NATIONAL AND INTERNATIONAL EXPERIENCE IN ESTABLISHING
THE EDUCATIONAL PROCESS IN SPECIAL SCHOOLS**

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Abstract: This theme investigates how various countries develop and refine educational processes in special schools. It examines national strategies and policies, highlighting local adaptations and innovations, while also exploring international practices to identify successful methods and models. By comparing these experiences, the theme aims to enhance understanding of effective approaches and promote best practices in special education globally.

Key words: National, international, education, special schools, experience, self-care, modern, developed countries.

**Maxsus maktablarda ta'lim-tarbiya jarayonini tashkil etishda milliy va
xalqaro tajribalar**

Annotatsiya: Ushbu maqolada turli mamlakatlarda maxsus maktablarda ta'lim jarayonlarini qanday rivojlantirish va takomillashtirishni o'rganadi. U milliy strategiyalar va siyosatlarni, mahalliy moslashuvlar va innovatsiyalarni, shu bilan birga muvaffaqiyatli uslub va modellarni aniqlash uchun xalqaro amaliyotlarni qo'llashni o'rgatadi. Ushbu tajribalarni taqqoslash orqali mavzu samarali yondashuvlarni tushunishni kuchaytirish va maxsus ta'lim sohasidagi ilg'or tajribalarni global miqyosda targ'ib qilishga qaratilgan.

Kalit so'zlar: Milliy, xalqaro, ta'lim, maxsus maktablar, tajriba, o'z-o'zini saqlash, zamonaviy, rivojlangan mamlakatlar.

**Национальный и международный опыт организации образовательного
процесса в специальных школах**

Аннотация: Эта тема исследует, как разные страны развивают и совершенствуют образовательные процессы в специальных школах. Она изучает национальные стратегии и политику, выделяя местные адаптации и инновации, а также исследует международную практику для выявления успешных методов и моделей. Сравнивая этот опыт, тема направлена на улучшение понимания эффективных подходов и продвижение передовой практики в специальном образовании во всем мире.

Ключевые слова: Национальное, международное, образование, специальные школы, опыт, самопомощь, современное, развитые страны.

Modern Pedagogical Experiences Today, one can see a number of international experiences regarding the establishment of special schools and educational processes in them. In fact, learning has been valued in our country since ancient times. Knowledgeable people were in the country. That is why it is our highest human duty to acquire knowledge and use the acquired knowledge for the service of our country. In this case, the purpose of educational processes in special schools is to impart knowledge and achieve positive results.

One of the important conditions for successfully solving these tasks is to study the experiences of foreign schools and pedagogy. By carefully and diligently studying the international experiences, we will get rid of the work forms and methods that have become frozen in education and are losing their relevance, and we will have additional rich resources for updating it in a proper way. The head of our state said that there is a personnel problem in the country, and all fields need modern specialists who are compatible with the pace of reforms. For this purpose, the entire education system is being improved. The development of pre-school education is a good foundation for school lessons. The quality of general secondary education is being improved based on advanced international experience and contemporary requirements. Modern and innovative educational facilities such as presidential schools, specialized schools named after our great scholars, creative schools, Temurbek schools were established. The fact that they have established

international experiences indicates that mature personnel will be produced in the future. On November 26, 2019, the decision of the President of the Republic of Uzbekistan "On measures to establish modern schools" was adopted. According to the decision, at least 3 percent of schools by 2021, 20 percent by 2025, and 50 percent by 2030 will be converted into modern schools. In the Address sent to the Oliy Majlis in January of this year, the President emphasized the need to improve school curricula based on advanced foreign experience, revise the curriculum and subjects, adapt them to international standards, and improve the quality of textbooks and literature. He defined the tasks of improving material and technical support in schools, applying modern international pedagogical technologies in the educational process. In our country, only 10% of mathematics, chemistry, physics, and biology lessons are devoted to practical training.

In developed countries, this figure is 30-50 percent. Therefore, the Ministry of Public Education has been assigned the task of wide use of digital technologies in educational programs and increasing the scope of practical training in specific subjects. Today, the level of development of the state and society of any nation, first of all, the attention it pays to human capital and human development is measured by its efforts in this direction. Today, attention to the content of education is reaching the conditions in developed countries. As a proof of this, we will analyze the education system of foreign countries.

There is no concept of "Special school student" in the Japanese education system. Because every student thinks that he has a special talent. Among advanced countries, Japan's unique direction of education occupies a leading place. In particular, the structure of the Japanese education system is as follows: preschool education, primary school, junior high school, senior high school, higher education institutions that are part of the family education system. In primary school, teachers teach children to criticize, that is, to criticize the bad aspects of their behavior and shortcomings in school. It is clear from this that the teacher is not limited to teaching, but affects the child's all-round development. Japan is the only country among

developed countries where the salary of a teacher is high even among the heads of state. This level of education includes children from 6 to 15 years old.

Financial assistance is provided to children of needy families. Upper secondary school includes grades 10-11-12, such schools have full-time, part-time, and evening sections. In upper secondary schools, students take 80 tests during the entire educational process. In addition to compulsory basic subjects, students are involved in English language, technical education and special tests according to their wishes. Students of high and secondary school or 12-year regular school are admitted to the university. Admission to universities is divided into 2 stages: the 1st stage is held at the residence, for which tests are conducted on Japanese language, mathematics, physics, chemistry, social studies, and history. In Japan, higher education is compulsory and it is inextricably linked with vocational education. In Japan, the role and responsibility of mothers in raising children is especially great. They consider themselves responsible to the family dynasty and the state for their children to grow up smart, wise and hardworking. In Japan, many methodical manuals and recommendations on family education are published, many pedagogical tips are given through radio and television. Home desks in Japanese families are remarkable. It is a perfect, side-protected device, with a bookshelf, a lamp, a clock, a pen, paper, a microcalculator and other essentials installed on the desk, as well as alarm buttons to call parents if necessary. The level of Japanese high schools is slightly higher than the level of American high schools. As can be seen from the above, the education system in Japan has achieved a high degree of harmony both in form and content. There are many aspects worth learning from.

Another important aspect of special schools is that in Japan, not only national traditions, but also the advanced pedagogical practices of developed countries such as the USA, France, and Germany have been creatively adopted. There is no doubt that such experiences will be useful in raising the education system of our Republic to a higher level. The education system of the United States of America: Secondary education in the United States is divided into 12 years of elementary and junior high

schools. Most of them are public schools, and 88% of students study in them. Educational institutions are financed by state and municipal budgets. In the United States, 7.5% of the gross domestic product is spent on education every year. 12% of students go to private schools, their material resources are formed at the expense of parents, various funds and donations. In countries, educational institutions do not have numbers, but they are named after regions or famous people. Usually every classroom has a TV and a computer. Computer classrooms are connected to high speed internet. America has a lot of photocopiers. Because the teacher gives almost all the tasks to the students in printed form. In the primary school, the class teacher changes every year. The amount of mathematical knowledge in primary grades is a little lighter compared to the level of Russian and English schools. The multiplication table starts from the 3rd grade. One of the unique methods in American schools is the "Report Card" of each student. In it, the student is evaluated according to 10 different behaviors. As parents get to know this card, they try to find out what their children are lacking and try to fix it.

According to LS Vygotsky, "difficult" adolescent life is the result of the nature of relationships. First of all, these are stubborn, whimsical children, attracting them to interesting activities is one of the main methods of educating them. A certain part of them are undisciplined and rude children. It is possible to influence them by changing their activity accordingly, giving them some rights. It should be said that for "difficult to educate" children, the environment they live in, the family, the community they study in, and the class play a very important role. Psychological mechanisms that increase the effectiveness of the educational process, the educational department is the control of behavior: Such control allows a person to avoid bad behavior. If a person is concerned about the morality of his behavior, he has achieved socialization. It is based on the results obtained in youth psychology, which is considered as a process of learning socialization of upbringing: How should upbringing be encouraged so that the child behaves in a nurturing and not egocentric way? Education is the formation of socially positive needs according to one's

environment. If education is the formation of a person's consciousness, then education is the influence on the sphere of his unconsciousness. Children have an emotional attachment to those who raise them. Usually, 6-month-old babies become attached to their parents who take care of them. Children like being in front of their parents and communicating with them, and they don't like their absence. Words and actions that express parental care are very important for a child, not petting him or not loving him will have a negative meaning. The initial socialization of behavior can occur through the same learning process: desirable behaviors are rewarded with care and attention, while undesirable behaviors are discouraged. However, encouraging good behavior and disciplining bad behavior does not apply to all children. The role of traditions and customs in increasing the effectiveness of raising children is great. The function of care in the process of education is great. Children are more likely to imitate caring parents than uncaring parents. When caring parents do not support children's negative behavior, the child understands the consequences of his actions earlier.

In conclusion, the fulfillment of social duties by the family creates the basis for the child's adaptation in society without any difficulties. A healthy environment in the family is the only guarantee of a high level of development of spiritual and moral qualities. The principle of the unity of the educational system and upbringing of our republic is fundamental. Based on this principle, the cooperation of family, school, neighborhood in educating teenagers and young people is the solution to the current problems of today. The process of socialization of children with difficult upbringing is a requirement of the time that calls us all to be vigilant, and approaching it from the point of view of duty and responsibility is the guarantee of raising a physically healthy, mentally mature generation.

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