

CURRENT STATUS OF THE JAPANESE EDUCATION SYSTEM

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Abstract: This thesis in Japan education system history , current situation and in Uzbekistan In Japan education system management theoretical - methodological Comprehensive views are given on modern trends and approaches to the development of the fundamentals of the system.

Keywords: Japanese education system, methodology, social institution, Meiji Revolution , real school, educational management.

Traditionally, since ancient times, Japanese society has been built on interdependent relationships. Therefore, such problems as fulfilling one's duty to one's fellow human beings, knowing one's place and role in the existing system of social relations, and, accordingly, ways to cultivate these qualities, have attracted the attention of philosophers.

General interconnectedness and harmony were the main principles of building Japanese society, and the ability to act in harmony with other people was considered the main task of education. The first elementary schools in Japan began to appear in the 6th century in Buddhist monasteries, which played the role of socio-cultural centers. In medieval Japan, the goals of education were expressed as follows: "It is not necessary to become a scholar to have fluent reading and encyclopedic knowledge. It is enough to learn a number of principles of loyalty, respect and trust. It is important to achieve deep knowledge and literary achievements through education ¹. "

In many ways, the tradition of the priority role of upbringing and education is preserved today. At the beginning of the 7th century, laws on education were adopted, which laid the foundation for the creation of a system of general education schools in the capital and the provinces. In them, upper-class students studied Chinese classics, philosophy, law, history, and mathematics. Such schools existed until the 13th century, that is, until the beginning of feudal fragmentation. The large feudal lords of that time established private schools on their estates, where they taught students knightly education, military affairs, classical literature, and etiquette. Ordinary public education was transferred to the formation of labor skills, and education was carried out with the help of Shinto prayers.

¹ Rudneva EI, Semiletov SS Vocational orientation in Japanese secondary school // Pedagogy. - 2005 - Issue 4 .

The development of trade and crafts led to the establishment of temple schools (tarakoya) in the mid-17th century to teach literacy, numeracy, and manual labor to the children of artisans, poor samurai, and wealthy peasants.

By the middle of the 19th century, the rapid development of capitalism required an increase in the level of education of the population. After the incomplete bourgeois Meiji Revolution, laws were passed that established the principles of creating a single centralized system of school education.

In 1868, the Meiji Revolution took place in Japan, which, in a revolutionary way, led to the seizure of imperial power in the country by the Tokugawa feudal clan, which in turn opened up freedom for the rapid development of entrepreneurship and industry. A period of modernization and Europeanization came to Japan. Along with industrial technologies, European knowledge began to spread. In a short time, a Europeanized public education system was introduced, copying first French and then German models. Naturally, at that time there were no educational sciences in Japanese schools.

However, twenty years later, having recovered from the first shock of the industrial revolution, the Japanese began to try to return to the foundations of national culture. In 1890, the "Imperial Decree on Education" (Kepku chokugo) was promulgated, according to which Japanese education was reorganized along national lines. The formation of loyalty to the emperor, the instillation of the ideology of belonging to the nation became one of the main tasks of the school.

“ Life Course” (Sekatsu shido) program began to be developed, according to which the duties of teachers were not limited to educating children in school: they were responsible for their activities outside of school, including family and any social relationships. Soon the educational work of the school acquired a clearly nationalistic orientation. In the pre-war Japanese school, there was a subject called “Morals” (Shushin), which was used as the main channel for chauvinistic militaristic propaganda among children and adolescents.

School teachers really prepared obedient fighters for the Japanese army and were ready to give their lives for the emperor. After the military defeat of Japan in World War II, this subject was removed from the school curriculum in the process of democratizing education under the control of the occupying command. However, after the elimination of Allied control, the subject of special education reappeared in primary and secondary schools. The liberal-minded public, seeing in this a possibility of a revival of reactionary ideological influence, protested. However, after some time, it became clear that the content of the subject did not contradict the post-war Basic Law

" On Education" (1947), was consistent with democratic principles and contributed to their promotion and confirmation.

Therefore, from the mid-1950s, this subject was finally included in the curriculum of primary and secondary schools. The goal of the young state was to catch up with European countries and America in the development of industrial production, as well as to create modern social institutions. The development of the public education system was considered one of the main tasks. In such conditions, the most correct solution seemed to be the mechanical borrowing of the education system of one of the leading countries. So, if before World War II, the Japanese education system was based on the French school model, then after the war the US scheme was adopted. When it became clear that mechanically obtained samples were ineffective, a rational attitude towards foreign experience began. In any case, they began to study it. As a result, a department of comparative pedagogy was established under the Ministry of Public Education, and then a society of comparative pedagogy.

The results of the scientific and research work of the society have always served as an incentive for the development of the Japanese education system. It was always necessary to meet someone in something, including in Russia (which in many respects never managed to achieve, until it unexpectedly lost many of its achievements). Thus, the activities of the society, as it were, always "following the beacon light", achieved the intended goal of Japanese public education. Today, the whole world recognizes that Japan is ahead of most developed countries in the field of education, and they themselves are now actively trying to follow suit.

If the Japanese have not caught up with anyone in any field at the moment, it means that they have not sought it. This applies, in particular, to equipping schools with computers. Japan is in no hurry to do this, because they believe that in educating a person, a machine cannot replace a living teacher, who, according to Japanese tradition, is an example of a high moral person for students. That is, they believe that education should be manifested not as the transmission of information, but as the formation of personal qualities. The need to modernize public education in Japan was felt as early as the 1970s. In 1971, the Central Board of Education prepared a draft for consideration of the reform of the Japanese secondary school, which was submitted to public discussion.

However, in the 1970s, the reform concept was not fully developed. Since 1984, fundamental preparations for the "Comprehensive Reform of Public Education for the 21st Century" have resumed. The Japanese classified this initiative as the III period of public education reforms, believing that it was necessary to

change not individual aspects of school reality, but its foundations. The stages of reform are counted from the moment when the Europeanized education system was first reorganized in the country. The first period of educational reform is considered to be a series of measures carried out after the Meiji Revolution and ended with the adoption of the Imperial Rescript on Education in 1890. The second period of reforms refers to the construction of a modern public education system, that is, the system after World War II .

In both the first and second cases, the modernization of education was carried out against the background of breaking stereotypes and major economic reforms, which were subsequently each time accompanied by significant successes in economic development. The sequence of events suggests that similar results were expected from the III period of reforms. The then Prime Minister Yasuhiro Nakasone took on the mission of managing important tasks. After much preparatory work, in August 1984, the Temporary Committee on Education Reform was established as an advisory body under the Prime Minister's Office. At the first meeting of the committee, Yasuhiro Nakasone outlined the state's position on issues related to education: "In recent years, many problems have been identified. Among them were the increasing number of school violence, juvenile delinquency, the extreme importance of the educational status of citizens in society, the uniformity and inflexibility of the state education system, the need to internationalize Japanese educational institutions, etc.

In June 1985, the committee completed its analysis of the state of Japanese education and presented the initial results of its work: **"Forty years after the end of World War II, I believe that some of the existing structures, including the content and methods of education that meet the requirements of the changing times, also need such changes."**

Also, the Chairman of the Committee, M. Okamoto, emphasized them as follows: "In accordance with the developed concept, the principle of respecting the individuality of the child should be singled out as the most important factor and it should be reflected in all aspects of the planned reform." It should be noted that the emphasis in the official document has a mass character and the transition from integration of education to respect for individuality can be called revolutionary for Japan, where the formation of group consciousness has always been the main goal of the school.

As a result of the discussion and preliminary work, the 12 committees concluded that in creating a new system of public education, it is necessary to solve three tasks in order to fully meet today's requirements:

- creating a system of continuous education that applies throughout the active life of every person;
- to change the content and methods of teaching in secondary schools in a way that provides maximum opportunities for learning, taking into account the individual characteristics of children and adolescents;
- adapting the system, content and methods of teaching and upbringing in schools to new phenomena such as computerization, a high level of informatization, as well as the internationalization of modern life.

The Japanese education system is highly centralized. This system is managed by the Ministry of Education, Science and Culture (monbouchot), which has jurisdiction over education, science, culture and religion. The sphere of education management includes preschool educational institutions, primary and secondary schools, higher education institutions and educational institutions that are part of the higher education system but do not have a higher level of training, non-formal educational institutions (clubs, libraries, etc.), etc.).

In the field of education, the national government supervises the activities of educational institutions (universities, junior colleges and technical colleges) that are part of the higher education system, while the municipal government is responsible for the development of compulsory education. Prefectural and municipal governments carry out their administrative functions in accordance with the principle of local autonomy proclaimed in the country's constitution. Therefore, the Japanese education system, in which many functions are carried out by local governments, appears to be largely decentralized from an administrative point of view, but in fact, as mentioned above, it is very centralized. First, the nature of education in schools is determined by national laws and regulations.

The content of school education is determined by the "curriculum" established by Monbouchaux as a standard. The standards also concern the length of the school year, the subjects to be studied and the sequence in which they are passed, and the content of textbooks. Secondly, the disparities resulting from unequal financing of the regions are minimized. The national government distributes general credits to local education authorities according to their financial capabilities. In addition, it subsidizes selected projects, the most important of which is the subsidy for the salary fund of junior secondary school teachers (these subsidies account for half of the total salary fund of these teachers).

Public scientific and pedagogical opinion. In addition to official bodies such as the Ministry of Education (Mombusho), the Central Council for Education (Chukyoshin), the Provisional Committee for Educational Reform (Rinkyoshin), the

State Educational Research Institute (Kokuritsu kyoiku kenkyujo), and others, Japanese public scientific and pedagogical societies make a significant contribution to the development of pedagogical theory and improvement of practice.

In Uzbekistan In Japan education system management theoretical - methodological It is necessary to carry out comprehensive work on modern trends and approaches to the development of the system of foundations of general education . in schools JICA by transferred experience test their work in practice use important importance profession will reach .

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