



**Nigina GULYAMOVA,**  
Teacher Uzbekistan-Finnish Pedagogical Institute  
E-mail: [nigina@mail.ru](mailto:nigina@mail.ru)

Reviewer: Oriental University, department of west languages, senior teacher, Rasulova Munajat Akmaljanovna

## CREATIVITY IN THE EDUCATIONAL SYSTEM OF FINLAND AND UZBEKISTAN (COMPARISON BETWEEN TWO COUNTRIES)

Annotation

Improvement Developing creativity, problem-solving skills and critical thinking provides the opportunity to create your future and inspire more deserving generations in government. This article examines the importance of the role of creativity in the Finnish education system, which encourages and values creativity in addition to academic success, and the possibility of its application in Uzbekistan.

**Key words:** Problem solving skills, creativity, critical thinking, Finnish education system, methodology, academic success.

## FINLYANDIYA VA O‘ZBEKISTON TA‘LIM TIZIMIDAGI IJODKORLIK TAHLILI

Annotatsiya

Maqolada yosh avlodni rivojlantirishda tanqidiy fikrlashni rivojlantirishning ahamiyati, o‘z kelajagingizni yaratish va davlat boshqaruvida munosib avlodlarni ilhomlantirish imkoniyati haqida ma‘lumotlar bayon etilgan. Shuningdek, Finlyandiya ta‘lim tizimida akademik muvaffaqiyat bilan bir qatorda ijodkorlikni rag‘batlantiradigan va qadrlaydigan ijodkorlikning o‘rni va uni O‘zbekistonda qo‘llash imkoniyatlari ko‘rib chiqiladi.

**Kalit so‘zlar:** Muammolarni hal qilish qobiliyati, ijodkorlik, tanqidiy fikrlash, Finlyandiya ta‘lim tizimi, metodologiya, akademik muvaffaqiyat.

## КРЕАТИВНОСТЬ В СИСТЕМЕ ОБРАЗОВАНИЯ ФИНЛЯНДИИ И УЗБЕКИСТАНА

Аннотация

В статье описывается важность развития критического мышления в развитии подрастающего поколения, возможности создания собственного будущего и вдохновения достойных поколений в государственном управлении. Также будет рассмотрена роль творчества в финской системе образования, которая поощряет и ценит творчество наряду с академическими успехами, и возможности его применения в Узбекистане.

**Ключевые слова:** Способность решать проблемы, креативность, критическое мышление, финская система образования, методология, академическая успеваемость.

**Introduction.** Currently, developing countries pay great attention to the education system as the basis of socio-economic development. “The main principles of state policy in the field of education at the present stage of development of the Republic of Uzbekistan are the humanistic, democratic nature of education and upbringing; continuity and continuity of education; compulsory general secondary and availability of specialized secondary, vocational and higher education; accessibility of education within the limits of state educational standards; encouraging education and talent”. It is known that in advanced countries the academic system and culture of the country are closely related to the development of other sectors of the economy. A striking example is the Nordic countries, in particular Finland, which over the course of several decades was able to transform its education system from mediocre to one of the most effective internationally. Most countries use Finnish teaching aids to develop creativity, reading literacy, mathematics and science among young people. The Finnish education system has a high level of creativity, which makes it very effective. Teachers' pedagogical methods are focused on creating a favorable learning environment. Finnish language education aims to ensure that every student strives to learn to the best of his ability and develops a lifelong love of learning. The creativity and equality of Finnish teachers is reflected in their teaching process, and they have a high degree of autonomy in their work, a welcoming climate in academic teacher education.

According to José Carlos Camposano (2017), the quality of Finnish education is not only a matter of perception, but is also statistically confirmed by the results of well-established international assessments such as the Program for International Student Assessment (PISA). PISA is a test for schoolchildren to assess reading literacy, mathematics, and creative abilities. Most countries in the world use Finnish tests to test and compare

students' knowledge. Since 2000, when the PISA International Test was administered to 9th grade students, Finnish youth have demonstrated high reading literacy scores (Lee Kuisiehto-Awale, 2014).

The Finnish government pays special attention to the qualifications of teachers. In Finland, teachers must be highly qualified or have a master's degree to teach schoolchildren (Lee Clare, 2018). Thorough training ensures that teachers are well prepared for the demands of professional learning.

The management of school education should be in the hands of experienced and qualified teachers. These factors combine to create a successful foundation point in the Finnish academic system, where student independence and activity are encouraged, thereby developing their creativity and potential (KirsiTirri, 2017).

Creativity is the main source of improving pedagogical, logical and moral skills in schoolchildren. The main factor that can lead to the development of academic skills in the school system is creativity. According to TaruKonst (2017), the function of creativity in the education system is of paramount importance. However, creativity requires a free and open environment for children to develop their skills. At the same time, there are concerns that structure often suppresses originality. This is largely because rote learning and test scores are prioritized, mistakes and risk-taking are stigmatized, and opportunities for self-expression and problem solving are insufficient. Creativity is one of the key factors for the success of schoolchildren. The modern society of Uzbekistan, driven by globalization, technological progress and the dissemination of information, requires creative and motivated citizens who are able to find a balance between morality and greatness.

Therefore, the purpose of the study is to study the features of the functioning of the education system, focused on the

development of students' creativity, as well as to identify the role of creativity in the education of modern individuals.

**Methodology.** The research includes an analysis and statistical review of literary data, theoretical research methods, study and analysis of philosophical, sociological, pedagogical and psychological literature on the research problem, approaches of scientists to the problem under study, comparison of the education systems of the two countries.

**Research result.** The introduction of an effective education system focused on developing the potential of each student is a priority in Uzbekistan. The Republic aims to improve the overall academic performance of children, as well as the development of their talents and abilities. The Finnish education system emphasizes student-centered learning, which encourages students to actively participate in the learning process and follow their passions and interests. This method can help children develop a lifelong love of learning and dedication to school.

The education systems of Finland and Uzbekistan differ in several respects:

The Finnish educational system places special emphasis on creativity at all levels of education, including grades 1-6. The Finnish national curriculum places a strong emphasis on creative and artistic fields, including musical theatre, drama and visual arts. These courses are believed to be crucial in helping students develop their abilities of imagination, creativity and self-expression. Inquiry-based teaching strategies and project-based

Comparison of the education systems of Finland and Uzbekistan

Aspects of education	Finland	Uzbekistan
Tests	University entry	Tests as proof of success
Class system	No student fails	No student fails
Homework	Maximizing 30-minute learning at home	Disciplining students
Method	Free teaching	Strict with methods
Atmosphere in the classroom	Fun	disciplined atmosphere
Classification of teachers and students	No qualification	No qualification
Foreign language	Grade 3 elementary school	since 1st grade elementary school
Number of school days	190 days	days

In Finland, unless absolutely necessary, the teacher is not required to know the job or occupation of the student's parents. In the Finnish education system, teachers are also required to protect the privacy of their students and their families. However, in cases where a student's family circumstances, such as a parent who is ill or a family member experiencing budgetary difficulties, impact their learning or overall well-being, the educator can work with the family to offer assistance and guidance.

Respecting Uzbek national ideals, the Family-Neighborhood-School model has established long-term cooperation between parents, teachers and community members. This concept views the family as the main and most valuable teacher of children. Parents are strongly encouraged to participate fully in their children's schooling by assisting at school, holding parent-teacher meetings, and encouraging their child's learning at home.

In addition, communities are seen as critical stakeholders in educational collaboration. Leaders, businesses and neighborhood associations are strongly encouraged to assist schools and offer services to both families and children. The Finnish education system does not classify students based on personal qualities or aptitudes. There are no "good" and "bad" students. Students cannot be compared. Students with mental retardation and geniuses are considered "special" and attend classes together. Students with disabilities tend to be educated in the community. Inclusive education in Uzbekistan is the practice of providing equal educational opportunities to all students, including those with disabilities, special needs or other challenges. The Government of Uzbekistan has made efforts to promote inclusive education and ensure that all children have access to quality education, regardless of their background or abilities.

Some key initiatives and policies related to inclusive education in Uzbekistan include:

1. Legislative framework: Uzbekistan has laws and regulations that support inclusive education, such as the Law on Education, which guarantees the right to education for all children, including children with disabilities.

teaching methods are also used to inspire children's original thinking processes and problem-solving abilities. Need a source

In Uzbekistan, special attention is paid to creativity in primary education, which covers grades 1-4. Literature, music and the visual arts are just some of the areas that form part of the national curriculum, which encourages creativity. Students have the opportunity to use a variety of artistic media, including narrative writing, art making, singing, and drawing, to express themselves. In addition, educators encourage students to think creatively and solve problems independently using a variety of learning strategies, including inquiry-based learning and project-based education. The principle of "secondary" education in Finland is equality. There are no "free" or privileged schools in the country. Every student in the Finnish primary school system receives the help and tools needed to achieve psychological and intellectual success, thanks to the system's approach that values equity and individualized learning. In Finland there are 11 students in the smallest school and 960 students in the largest (2019). Each school receives the same amount of funding, resources and opportunities.

The goal of Uzbekistan's primary education system is to equip all children with the understanding as well as the abilities necessary to achieve success in their professional and personal lives in the future. In Uzbekistan, some schools have 250 students, others 3,000. Schools are ranked based on how well their students integrate into society.

2. Training and capacity building. Efforts are being made to train teachers and school staff in inclusive education practices to better support students with diverse learning needs. Specialized training programs and workshops are often organized to improve teachers' skills in working with students with disabilities.

3. Infrastructure and resources. The government is working to improve school infrastructure and provide the necessary resources and support services to accommodate students with disabilities. This includes adapting classrooms, providing assistive technology, and making spaces accessible.

4. Awareness and Advocacy: Awareness of the importance of inclusive education is growing in Uzbekistan, and advocacy efforts are being made to promote the rights of children with disabilities and raise awareness of the benefits of inclusive education. Despite the progress made in promoting inclusive education in Uzbekistan, challenges still remain, including limited resources, lack of trained staff and public attitudes towards disability. Further efforts are needed to further develop the practice of inclusive education and ensure equal access of all children to quality education in Uzbekistan.

**Conclusion.** Thus, following Todd A., we recognize that the Finnish education system is one of the most effective and most used education systems in the world. When children are motivated, they are full of energy. Problem solving, creativity, and critical thinking skills are children's greatest strengths. It can be argued that every nation or state has its own path leading to prosperity. The development of the Finnish education system was recognized after several decades. The Government of Uzbekistan believes that this experience will ensure the flourishing of creativity, intellectual potential and worldview of young people. Use of the Finnish education system in Uzbekistan, which includes problem solving, creativity and critical thinking skills, about Adha, A. M., Gordisona, S., Ulfatin, N., Supriyanto, A. (2019). Analisis Komparasi Sistem Pendidikan Indonesia dan Finlandia, Jurnal Studi Manajemen Pendidikan. TADBIR, 3(2), 146-160. [http://dx.doi.org/10.29240/jsm\\_p.v3i2.1102](http://dx.doi.org/10.29240/jsm_p.v3i2.1102). The important thing is that we are moving forward and will

undoubtedly develop a special educational program for our community.

#### REFERENCES

1. Adha, A. M., Gordisona, S., Ulfatin, N., Supriyanto, A. (2019). AnalisisKomparasiSistem Pendidikan Indonesia dan Finlandia, JurnalStudiManajemen Pendidikan. TADBIR, 3 (2), 146-160. <http://dx.doi.org/10.29240/jsm p.v3i2.1102>.
2. Camposano, D. C. (2017). Development of product-service systems for Finnish early childhood education and childcare. <https://aaltodoc.aalto.fi/items/bb50950a-fc86-4fc8-8145-8ca3e7c57311>
3. Franko, Anja; Sahlberg, P. (2011). Finnish lessons: what can the world learn from changes in education in Finland?. New York: Teachers College Press. [Book review] - In: CEPS Journal 1 (2011) 3, S. 167-170 - URN: urn:nbn:de:0111-pedocs-110986 - DOI: 10.25656/01:11098 [https://www.pedocs.de/frontdoor.php?source\\_opus=11098&la=ru](https://www.pedocs.de/frontdoor.php?source_opus=11098&la=ru)
4. KirsiTirri, Seokhye Cho, DoheeAhn, and Campbell, D. R. (2017). Education for creativity and talent development in the 21st century. International Studies in Education, 2017.<https://www.hindawi.com/journals/edri/2017/5417087/>
5. Lee Claire and Richings Lorraine. (2018). A review of the evidence for a national approach to professional learning in education. Open research online. <http://oro.open.ac.uk/57156/>
6. Lee Kuusiehto-Avale and TapioLatero. (2014). The Finnish example of basic education for all with quality learning outcomes. Journal of Education and Research. <https://doi.org/http://dx.doi.org/10.3126/jer.v4i1.9619>
7. Марлина, К. Н., и Зульфатми. (2023). Анализ книги TeachLikeFinland для разработки стратегий обучения материалу заката в исламской старшей школе. Журнал исламского образования, 6, 202–215. <https://doi.org/10.22373/jie.v6i2.18515>
8. TaruKonst, JuhaHakala, KariUuskylä andEsa-MattiJärvinen. (2017). The issue of creativity in the Finnish primary school curriculum. Journal of Educational Research, 209–226.
9. Toirov, S. A., Rakhimberdiev, O. A., and Nasriddinov, D. A. (2023). Finnish experience in the development of the education system of Uzbekistan, 36–39.