

Possibilities For Organizing Quality Education (A Comparative Analysis Of Previous Research On Educational Development)

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Abstract . This study examines the fact that modern educational development requires not only the modernization of internal capabilities, but also the organization, management and effective control of the process of providing educational services in accordance with world standards. The article aims to conduct a socio-philosophical, comparative pedagogical analysis of the results of research on the development of education by scientists conducting scientific activities in countries such as Finland, Singapore, Japan, South Korea, Germany, and Canada, which have achieved significant results in this area. Why the education systems in these

countries, we can answer it as follows. For example, in the organization of the Finnish education system, the main focus is on not causing students stress, encouraging them to think independently, and developing creative competence, while in Singapore, systematic and disciplined teaching methods are considered a priority, and the main goal is to direct students to logical thinking, STEM, that is, science, technology, engineering, and mathematics. In this country, special attention is paid to the talents and abilities of the student in the training of qualified personnel, and the educational services provided are adapted to this and more emphasis is placed on individual education. Educational education in Japan is based on discipline and hard work, and a culture of teamwork is taught to children from a young age. There is also a serious emphasis on developing a sense of respect for others. In Japanese education, the national spirit is given central place, and the primary goal of establishing moral education in schools is considered.

Keywords: individual education, group education, educational organization, management, control technology, assessment methodology.

Introduction . The developed countries of the world have adopted a hybrid (individual while maintaining collective) education system in their educational policy and are moving towards its technological improvement. Therefore, the personnel they produce - individuals with deep knowledge, skills and qualifications in their specialty - are achieving great success in their field. For example, South Korea is one of the countries that has created the most developed and effective education system in the world. Due to the well-organized modern education system in this country, it is distinguished by high results, a technology-based learning process and discipline of its students.

The South Korean education system has a consistent approach to reforms, which means that they are based on the principle of continuous movement and self-improvement, abandoning a one-size-fits-all approach. ¹Thus, the South Korean education system is guided by the following principles:

- tablets, interactive screens, and online platforms (E-learning) are used in lessons based on innovative technologies;
- There is a strong focus on STEM education, meaning that the main emphasis is on science, technology, engineering, and mathematics, and attention is paid to in-depth mastery of these subjects by children from a young age;
- by incorporating nationally instilled rules such as discipline and hard work into the daily lives of students and pupils, it encourages them to be prepared to study for a long time and to be very responsible;

¹ Mahliyo T., Shohbozbek E. Experience of developed countries: the practice of linking preschool education with continuing education // Global Science Review. 2025. - T. 4. No. 3. - B. 10-17.

– emphasis on English – taught as a compulsory subject to students from the primary level, teaching them to obtain the latest scientific achievements directly from the primary source;

– private education centers (hagwon) have been widely established, through which students have the opportunity to receive additional education outside of school;

– CSAT (College Scholastic Ability Test) – a national exam type is considered the main requirement for admission to higher education and is considered very important for selecting a quality applicant. ²Therefore, South Korea has always occupied high positions in the PISA international assessment system worldwide. According to UNESCO, ³the literacy rate of young people in Korea ⁴is over 99%. Because Korean youth are educated through the “Smart Education Project”, that is, digital textbooks and virtual educational platforms, and the development of students' creativity and critical thinking is considered a primary task.

The German education system can also be called one of the most effective and developed education models in the world. ⁵Their main achievements are the integration of education with historical traditions, strict discipline, practical skills, and the introduction of science in harmony with production. In particular, the dual education system (Dual System) is well established in German education, where students simultaneously receive theoretical education at school and practical skills at work. This is the most important resource that ensures Germany's economic strength. Also, the country has opened the doors of equality and opportunity for all children. For example, education is free or very cheap, education is not categorized, and all German children have the opportunity to study in all types of schools operating in the state (for example, financially). ⁶In recent years, great progress has been made in the introduction of online educational platforms, STEM subjects, and artificial intelligence.

Another country that is moving along the path of gradual progress towards quality education is Canada, where every citizen is guaranteed the right to equal education. ⁷The education system is decentralized, and each province and territory independently develops its own educational policy and program. This creates great opportunities for creating an education system that meets local needs and conditions. Because standardized education often creates uncertainties in ensuring the continuity of theory and practice. For example, it leads to the accumulation of personnel who

² Egamkulovna KG Pedagogical aspects of the South Korean experience in the education of preschool children // Pedagogical reforms and their solutions. 2025. – T. 16. No. 02. – P. 468-470.

³<https://www.uis.unesco.org/en>

⁴https://www.helgilibrary.com/indicators/literacy-rate-youth-of-people-aged-15-24-years-old/south-korea/?utm_source=chatgpt.com

⁵ Sharifovna YS German education system // The role of research and development factors in the development of New Uzbekistan. 2025. – T. 16. No. 2. – P. 264-267.

⁶ Dehqanboyev D. Advantages of using the experience of German supply chain management // Journal of academic research of new Uzbekistan. 2025. – T. 2. No. 3. – P. 22-25.

⁷ Sakhrudin o'g BG et al. Uzbek and foreign educational experience in increasing the effectiveness of inclusive education in the educational system // Scientific Bulletin. 2025. – T. 7. – No. 1. – P. 780-784.

are not needed for a particular area, or, conversely, to a shortage of specialists who are needed.

The Canadian education system has undergone a well-established reform of the “organization of education”. In particular, primary and secondary education is free and compulsory. Education in schools is focused not only on academic knowledge, but also on personal development, social skills and critical thinking. Also, becoming a teacher in this country requires high qualifications and pedagogical training. They constantly participate in advanced training courses. This creates the basis for the quality of education and the introduction of innovative methods. Most importantly, being a multinational country, respect for cultural diversity and the priority of an inclusive approach are ensured in the education system, which creates the basis for equal education for children of different nationalities, religions and abilities.

In short, the experience of Finland, Singapore, Japan, South Korea, Germany, and Canada in educating personnel with deep knowledge, necessary skills, and qualifications through the organization of quality educational services is an exemplary system for a developing country.

Literature analysis and methods. While today's globalization processes require the organization of the education and upbringing system in accordance with the national mentality of each people and nation, the problem of ensuring its quality indicators remains one of the urgent tasks facing the entire society. Because, as long as there is statehood, it is a natural process to try to effectively organize education and upbringing, manage it, and develop a form of constant control over the system. However, the main goal should be to introduce quality education, gradually develop it, and adapt the teaching methodology to universal principles, that is, to ensure that the trained personnel become specialists who meet not regional, but world standards. Therefore, the scientific and practical research carried out in this direction, the methodological proposals and recommendations developed by scientists are a special indicator. In particular, the school environment must have psychological safety, social support, and innovative teaching methods to improve the quality of education, and that quality educational opportunities should be equal for everyone, and that gender, social, or economic differences should not limit the quality of education, which was developed based on the “Capability Approach” method (Aaron Benavot, 2016) ⁸. The quality of education depends not only on resources, but also on the environment and opportunities, and that if a student is given freedom, he or she is able to develop creative and independent thinking. The “Hole in the Wall” concept was developed based on the “Self-Organized Learning Environment (SOLE)” method (Sugata Mitra, 2005) ⁹. Viewing the child not only as a learning subject, but also as a person developing emotionally, socially, physically, and

⁸Benavot A. Assuring quality education and learning: Lessons from Education for All//Prospects. 2016. - T. 46. No. 1. - R. 5-14.

⁹Mitra, S., Dangwal, R., Chatterjee, S., Jha, S., Bisht, R. S. & Kapoor, P. (2005). Acquisition of computing literacy on shared public computers: children and the "Hole in the Wall" // Australasian Journal of Educational Technology, 21(3), 407-426.

spiritually should be the essence of the philosophy of education. The result of this is a safe and emotionally stable environment in children's education, an environment that ensures the active participation of the student, and in which the student can develop as a creative individual. This is based on the concept of "Whole Child Education", developed based on humanistic and constructivist approaches to education (Linda Darling-Hammond, 2021) ¹⁰. The concept of "social partnership and collaborative learning" is based on the idea that collective cooperation, the professional community of teachers, and the exchange of knowledge through social partnerships are key factors in the development of education, and that improving the quality of education can be achieved not only at the level of an individual teacher or institution, but also by establishing cooperation between a broad social partnership - school, parents, neighborhood, state, and civil society. This study was developed based on the constructivism educational method (Andy Hargreaves, 2015) ¹¹. John Hattie's "Visible Learning" theory analyzed which factors can have a significant impact on the actual learning outcomes of students. It includes: teacher mindset; feedback; peer learning; self-assessment and metacognitive skills (self-assessment, metacognition); teacher expectations; collaborative learning environment were identified as key indicators, and the research results were analyzed on the principle of moving from general to specific. The research method is "empirical analysis" and evidence-based teaching methods (John Hattie, 2008) ¹².

Results. In the modern world, the methodology used in education and upbringing can be seen in two main forms. They are organized based on traditional and non-traditional teaching methodologies.

"Traditional education" is a form of education in which the teacher is the center of knowledge in the educational process, and the effectiveness of the lesson depends mainly on the teacher's potential and pedagogical skills. It has a long history and has been used in schools and universities for years (this form of education is still used to one degree or another in most developing countries).

Traditional teaching methods include: lecture (explanation, presentation); working with a book; question and answer; written work and exercises; repetition and reinforcement; demonstration (showing an example); lessons are organized based on demonstration methods. So, in spiritual education:

- ✓ teacher – a source of knowledge;
- ✓ reader – mainly a listener;
- ✓ assessment is based on a test or written work, not on the outcome, not on the process;

¹⁰Darling-Hammond L. Defining teaching quality around the world//European Journal of Teacher Education. 2021. - T. 44. – no. 3. - R. 295-308.

¹¹Hargreaves A., Fullan M. Professional capital: Transforming teaching in every school. –Teachers College Press, 2015.

¹²Hattie J. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. - Routledge, 2008.

✓ The individual approach incorporates the characteristics of one-sided education, and this form of education is based primarily on the principle of memorization.

Non-traditional (modern) education is a form of education that is person-oriented, in which the main goal is to develop the student's activity, independent thinking and creative abilities. In it, the educational process is a practice-based form of education that includes not only the transfer of knowledge, but also the application, analysis, creation of innovations and implementation of knowledge.

Modern educational methodology: Interactive (turning the student into an active participant); Constructivism (not giving knowledge in a ready-made form, but allowing the student to search for it himself, discover it through experience and reflection); Collaborative and collaborative learning, that is, students perform tasks together, consolidate knowledge through mutual assistance and communication; Person-centered learning. Organizing education based on the abilities, interests and pace of development of each student; Whole Child Education (not limited to providing academic knowledge in education, but also achieving the emotional, social, physical and spiritual development of the student); A new approach to organizing education through digital and blended learning (blended learning, that is, the widespread use of digital technologies, online platforms and elements of artificial intelligence in the educational process) educational methodology.

In modern education:

- ✓ Value-based education ;
- ✓ develop emotional intelligence;
- ✓ education by example (Modeling);
- ✓ Educational and training methods such as reflection and reflective conversations are seen as the main approach.

In general, when considering the question of which form (traditional or non-traditional) is optimal for organizing quality educational services in the modern world, paying attention to the criteria presented in the table below will yield a logical answer (Table 1).

Table 1.

Principles of operation of traditional and non-traditional (innovative) educational methods (comparative analysis)			
No.	Organizational principle (by criteria)	Traditional education	Modern (innovative) education
1	As a central figure in the training process	The teacher is seen.	The reader is seen
2	During the training	is the main source of knowledge	Emphasis is placed on student learning through independent inquiry.
3	Learning method	Lecture, explanation, question and answer format	Problem-based learning, project-based learning , collaborative learning

4	The role of the student	Mainly a listener (passive)	Active participant, creative person
5	Evaluation method	Written work, test, oral exam form	Formative assessment, portfolio assessment, self - assessment
6	Teaching format	One approach for all	Individual , differentiated approach
7	Information Technology	Limited or moderate (depending on need) application	Widespread use of ICT, multimedia, online education
8	Purpose	Basically, to teach	Formation of thinking, skills and competence
9	Educational environment	Mainly in the classroom, in a traditional format, to organize	Organized in an interactive environment, online and offline joint training
10	The result of the teaching method	It occurs through memorization and retelling.	Focus on independent thinking and creative solution-finding

can be seen from this table , in today's information society, the quality indicators of traditional education are assessed at a very low level, and no country interested in the development of education would choose this path. Because in the 21st century, when there is a high need for creative thinking personnel who are able to effectively use modern technologies, the traditional form of education has outlived its usefulness. However, it is also important to find an answer to the question of how to organize modern education to ensure a quality educational environment. There are specific objective and subjective reasons for this.

First, the world is divided into developed, developing and underdeveloped countries according to the category of countries. Therefore, it is natural that the social needs for modern education are also different. For example, if the practice of training personnel according to the requirements of technological conditions created in a developed country is introduced, this will not be suitable for the environment in developing countries.

Secondly, each country forms a personnel order based on its internal needs. For example, in a society where digitalization technologies have not been rapidly introduced into the production sector, there is no need to train personnel in such areas as "Automation and Robotics" specialist, "Industry 4.0 Engineer", "Robot Operator", "3D Printer Engineer", "Energy Manager", "Quality Control Analyst", "Mechatronics Engineer", "Data Analyst", "Sustainable Production Expert", "Materials Engineer".

Thirdly, in the approximately 200 countries that exist in the world, different nationalities and ethnic groups live, each of which has its own language (for example, there are about 7,000 languages in the world), values, traditions and national mentality. It is clear from this that, although modern educational technologies are universal in nature, the object of their application varies due to subjective reasons.

Therefore, when using universal educational technologies, there is a natural need to develop a methodology for “collective individualization”. Of course, many concepts are being put forward in this regard by educational centers and leading scientists around the world. Below we consider it appropriate to cite some of the research results that have brought such scientific conceptual conclusions. For example, scientists such as Linda Darling-Hammond and Channa M. Cook-Harvey in their study “Opportunities for improving the school environment to fully support student success in child education”¹³ pay attention to the existing social environment. The study entitled “Whole Child Education” is conducted in the format of integrative pedagogical analysis (whole system-whole child) and is modeled in a scientific and practical process, in which the analysis formula “ $\text{Learning} = f(C+S+T+E)$ ” is used:

C (Child) – the child's personal, emotional and cognitive development ;

S (School) – school environment and institutional support ;

T (Teacher) – teacher qualifications and pedagogical competence ;

E (Environment) – social and cultural environment, parental cooperation are defined as research criteria. This formula can be called a formula for assessing the quality of education not only by academic results, but also by a comprehensive approach that covers all aspects of the child's development. This research model is theoretically expressed by the formula “equity + engagement + support = quality learning” ($\text{Quality Learning} = \text{Equity} + \text{Engagement} + \text{Support}$), and this approach is also considered the main formula of the “Whole Child” concept. Through it, scientists show that the combination of equity, engagement, and support factors is necessary for the full development of a child's ability to learn. Therefore, the $\text{Learning} = f(C+S+T+E)$ formula is determined based on the following factors (see Table 2).

Table 2.

Sign	Symbol meaning	Note
C – Child	Child personality	Aspects of emotional, social, cognitive, and physical development.
S – School	School environment	School safety, inclusive environment, educational environment, and resources.
T – Teacher	Teacher	Pedagogical skills, innovative methods and active teaching approaches.
E – Environment	Social environment	The influence of family, neighborhood, and society on education.

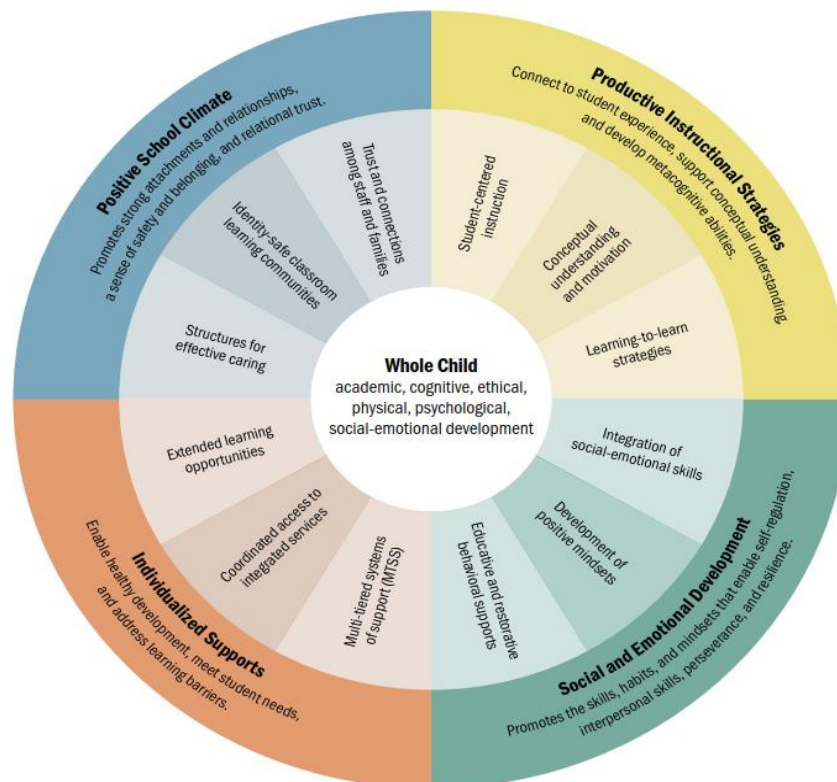
According to the research conclusion:

- 1) A child's brain grows and changes throughout life in response to experiences and relationships.
- 2) Variability in human development is the norm, not the exception. Each child's pace and profile of development are unique.

¹³ Darling-Hammond L., Cook-Harvey CM Educating the Whole Child: Improving School Climate to Support Student Success // Learning Policy Institute. 2018.

- 3) Human relationships are an essential component that catalyzes healthy development and learning.
- 4) Difficulties affect learning, but the social environment created at school and the attitude of those around them are important.
- 5) The social environment in which learning occurs, the child's emotional and academic development occurs over a period of time in education.
- 6) Each child has his own experience, attitude and ability to adapt to social conditions, which over time become a skill. The researchers presented a model of the origin of these conclusions based on the following scheme (Scheme 1).

Scheme 1.



In our view, the universality of this “Whole Child Education” study is that it does not contain factors indicating class, category, or social inequality, and this model can be used not only by developed but also developing countries to increase access to quality education. Because there are the following criteria that indicate its universality:

First, the concept states that in order to establish strong connections, small groups or small learning communities should be formed, in which consultants should be involved, specialists who have worked with small groups of students for many years, have mastered consulting systems, and have the skills to work with study groups or teachers for 2 years or more. Such approaches increase students' success, connection, attendance, attitude to the learning process, and have a positive impact on their behavior and motivation.

Second, this study suggests that school should be the safest place to be in order to counteract the stigmatizing messages that many students receive in society. That is,

if students are not effectively informed that they are safe, protected, and valued in this environment, for example, if students do not know that school is safe and welcoming for them, many will perceive it as unsafe and may become hypervigilant and defensive. When a student feels threatened, they will be disproportionately negative about seemingly harmless interactions.

Third, this concept demonstrates that when measuring a child's ability, the teacher should use criteria designed to identify existing skills that can be improved, rather than based on their knowledge, thereby proving that children can develop the ability to express constructive opinions. In addition, it is based on the fact that such an attitude leads to reflection and self-confidence in the student, which creates an environment of "individuality" for the continuous improvement of student achievement.

So, we can see that in Uzbekistan there are enough factors that motivate students to study, influence their emotional, social-cognitive, and in some cases, physical development. For example, the passivity of indicators on the teacher's pedagogical skills, knowledge of innovative methods, and the ability to apply them in the learning process is 35 percent. From this we can conclude that the majority of our teachers have not yet graduated from traditional education. Also, the influence of the family, neighborhood, and social environment, which directly affect the quality of education of students in educational institutions, is not satisfactory. More precisely, it is necessary to systematically work on the integration of the school and extracurricular social environment, as evidenced by the fact that 25 percent of the research results indicate this.

Discussion . There are many pressing issues that still need to be addressed by the world scientific community in organizing a quality educational process, developing an effective management mechanism for it, and establishing a systematic form of control, including the following:

First, Education is still a centralized system, as a result of which various bureaucratic pressures are high. This situation seriously hinders the rapid and effective introduction of innovative approaches to education. For example, clear and transparent criteria for assessing the quality of education are not sufficiently developed. The mechanism of cooperation between schools and higher education institutions does not work. As a result, the level of autonomy in educational institutions decreases, and they lose the ability to make independent decisions.

Secondly, The effectiveness of introducing modern technologies into the education system, the skills of students and teachers to use them remain passive. This situation is even more evident in developing and underdeveloped countries. For example, in such countries, traditional teaching methods still prevail in the methodology of organizing education, and students' critical thinking, creativity and independent learning potential are not fully developed. In particular, the integration between individual (individualized) and collaborative (collective) teaching methods is practically not ensured. As a result, the gap between the producer and the

educational institution in the implementation of scientific research into practice remains large.

Thirdly, In most countries, even in some developed countries, the amount of funds allocated to education often does not cover the needs of educational institutions. This negatively affects the quality of education. For example, it leads to a lack of the material and technical base and infrastructure necessary for organizing quality education.

Fourth, The provision of education with innovative and digital technologies, access to digital educational resources is insufficient or not equally distributed for all. As a result, information security and data protection issues in the educational process are not sufficiently addressed.

Fifthly, There is a problem of social equity in most educational institutions. In particular, socio-economic differences are clearly visible in access to educational opportunities. For example, the relationship between rural and urban areas, rich and poor families can be cited. In addition, there are major problems in fully implementing the principles of gender equality and inclusive education.

Sixth, most students studying in educational institutions have psychological and motivational problems. That is, the level of stress, competition and pressure in the educational environment is high, which negatively affects the creative potential of students. There is also a lack of trusting communication and cooperation between the student and the teacher. It is natural that in such an educational environment, external pressure, rather than internal motivation (interest and desire), prevails in the educational process.

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