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## **BASIC PRINCIPLES OF SCHOOL POLICY, EDUCATIONAL DEVELOPMENT AND ORGANIZATION OF PUBLIC EDUCATION SYSTEMS**

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**Abstract:** The education and upbringing of the younger generation in all countries of the world is very important today. The achievements and contributions of the United States, Western Europe, Japan, Russia, etc. in the field of education and upbringing of the younger generation have affected all countries of the world. At the same time, the education system of the world countries has been one of the topics of wide discussion in Azerbaijan. From this point of view, with the integration of many countries into the European educational space, the main way out was to determine the education of each country according to its specifics. The world today is not unified, which is why there can be no unified model of education. Nevertheless, we divide the countries into more or less developed countries, from which we choose the ones in which it is important to imitate ourselves, and as a result, any model of man in modern developed society can be described. The article refers to a lot of information about the current world education system and takes into account their usefulness. The article examines the history, development and achievements of the education system of the world's leading countries. The essence of education systems in the world is as follows: for the first time, the history of the establishment and development of the school, the achievements and contributions of modern science and education, the achievements and appreciation of those who have reached the top of the country's education and science, the characteristics of the public in each country. The article provides a broad and clear explanation of the integration of education systems in real life.

**Keywords:** *education, elements of education policy, American and Western education system, human capital*

Everywhere in the world, at every stage of social development, society has been organically connected with education. Teaching, educating and enlightening the younger generation is one of the oldest activities. Some societies may not be able to mobilize sufficient resources for educational activities and institutions, but all unconditionally accept the central role of education in public life. The importance of education depends on many factors. For example, it is clear that when children take their first steps in life, they do not know how to read, write and count, and are unaware of the moral norms and cultural achievements of the community in which they live. Thanks to the efforts of professional teachers and family education, as well as opportunities from modern media and the Internet, the young generation learns to read, write, count, their environment and morals in just a few years. Some are able to grasp these skills more deeply than others, and thus the education system, in fact, performs the function of social sorting and has a great impact on the future economic destiny of individuals. As a concept, "education" is a set of knowledge and relevant skills and competencies required for practical activities. According to the international definition set by UNESCO, education is a process and result of improving an individual's skills and behavior, in which he achieves mental maturity and personal development. Note that education is not just about formal education, that is, school or university education. Education is a long and multifaceted learning process to prepare for the various challenges of life. In other words, education, with the fundamental knowledge and skills it imparts to individuals, determines

how they express and realize their dreams and aspirations, but also nurtures them as thoughtful citizens who actively participate in the lives of their communities. Of course, this is a very individualistic approach - that is, people are seen here as individuals, not as a community. People also need to be approached from the point of view of society, in which case, in addition, essentially new perspectives, approaches and priorities emerge. For example, in pluralistic societies, including Western democracies, some groups may not fully accept individual autonomy because, in their view, only individuals who are bound by their egos and rights do not adhere to national-cultural norms, beliefs, and traditions. can weaken. Thus, groups that see their national identity under the threat of individualism do not always consider the compulsory and formal education provided by the state to be useful. However, all national-political groups (nations and states) accept that their sustainable future depends on the educational process (Misir Mardanov. Azerbaijani education yesterday, today, tomorrow - 2006).

In "Democracy and Education", published in 1916, the American public figure and philosopher John Dewey wrote that education in the broadest sense is a means to the social continuation of life. He argued that education was necessary for the "inevitability of birth and death of every member of a social group" because, despite this biological cycle, "group life must continue." Another indicator of the social importance of education is that this is primarily reflected in the field of education; education and teachers are the first victims of the crisis. (John Dewey, Democracy and Education, 1916)

Today, the role and importance of education is different. As the history of the 21st century unfolds, we see two dominant dynamics in the panorama of modern life: one is the diffusion of information technology, and the other is economic globalization, accompanied by the diffusion of capital. In the information age we live, new facts and information enter our lives at a dizzying speed. The information we learned only a few years ago is losing its relevance, until recently, the old knowledge that we were convinced of is being proven wrong, and new knowledge is emerging that could radically change our worldview. The number of people with access to new information is growing at a rapid pace. At today's pace of scientific knowledge, the degree of diffusion of knowledge even calls into question traditional concepts such as "know", "be competent" and "learn": in the 21st century, no one can be sure that they know anything.

Until now, the education system has taught the younger generation and the new workforce how to grow or produce effectively, protect the environment, ensure family health, increase incomes, take an active part in public life, or have general knowledge. Teachers and trainers who have dedicated their lives to "enlightening" people are now facing new questions and new tasks. For example, what does it mean to be a student, to learn, to think, to know? What and how should people learn to prepare for the future? Is there a significant difference between "distance learning" and "traditional teaching" in the age of scientific and technological development? How will tomorrow's "individual" and "collective" homework assignments differ from today's concepts? Who and how should determine what topics and methods people will learn?

The regularity, rhythm and composition of development processes in developing countries, including Azerbaijan, will be different from previous modernization practices. A society open to the innovations of its time is not modernizing as it did 100 years, 50 years, even 20 years ago, its essence is changing. Let's look at the evolutionary profile of the "typical North," that is, modern Western man, over the last century. A Westerner who used to live in the countryside now belongs to the urban labor force. (Mahmudov M. The Bologna Process: Problems, Perspectives, Realities. 2010.) Leaving behind the manual work, the Westerner became a "knowledge worker" engaged in mental activity, moving away from individual farming to a corporate worker. The characteristic feature of this evolution is the use of more knowledge, more abstract thinking and a more comprehensive intellect to ensure a

normal daily life. If we accept the West as an exemplary landmark, then we have long entered the "present of the future." If we want to be "modern of the future", modernization in our education must no longer keep pace with Westerners, but must be calculated for tomorrow! (Kasevich V.B., Svetlov R.V., Petrov A.V., Tsyb A.A. Bologna process in questions and answers - SPB .: SPBGU Publishing House-2004)

The transformation of capitalism into the largest socio-economic formation in the twentieth century also had a positive effect on the overall development of education. The development of the education system in America, as well as in the West, has led to the formation of new educational traditions. The private sector universities of Cambridge and Oxford in the United Kingdom have become a platform for true practice. Capitalism, which developed in the United States, became more widespread in North America. Enlighteners from England began to create new forms and networks of education, which today embody the most advanced educational content. A similar situation is observed in Australia. In countries such as France, Belgium and the Netherlands, it is possible to see the same pattern in the development of education.

In a number of countries, the formation of capitalism differed not only in historical periods, but also in the pace of development. The countries of classical capitalism (England, France, Belgium, the Netherlands) have long consolidated their economic position by occupying large areas, using huge sources of raw materials and cheap labor, and monopolizing sales markets. The external stability of their economic situation did not support the high rates of production development. In such a short historical period, they were forced to overtake their rivals. They soon advanced in terms of economic growth and demanded their share of the world's looting process. Thus, in order to seize raw materials and markets, Germany began the First World War. Before World War II, Japan and Italy, which had lagged behind in terms of industrial development, then developed rapidly, reaching out to their partners and even leaving them behind. Highly developed industrial production has emerged in these countries.

The unequal formation of commodity relations in different countries had a certain impact on the development of pedagogical ideas, school policy and the principles of building school systems.

As machine-building demanded new qualities from workers, the forces in power were forced to impart basic knowledge to the workers. The emergence of capitalist production was associated with a significant expansion of educational opportunities for the children of workers. However, in addition to creating a network of primary schools, the ruling class was interested in the education system serving to preserve the foundations of a class society. Therefore, there were some contradictions between the demands for the development of production and the desire of the ruling class to maintain the class character of education.

At a time when new relations were beginning to take shape in the second half of the 19th century, a network of public schools was established in the largest developed countries, along with churches and private schools. In the late 19th and early 20th centuries, general primary education was legally established. This process was accompanied by a consistent struggle for workers' rights to education and the democratization of the school system.

Compulsory primary education has been legal in Australia since 1774 (ages 7-14), in Germany (Prussia) since 1754 (ages 6-12), in France since 1882 (ages 6-12), and in the Czech Republic since 1774 (6-12 years old), in Sweden since 1876 (7-12 years old), in England since 1870 (7-11 years old), in Italy since 1877 (6-10 years old), in Japan since 1872 (6- At the age of 14) was accepted. In the United States, school laws were enacted in the second half of the 19th century and the beginning of the 20th century, beginning with individual states (since 1852, Massachusetts, according to the centralization of education). The duration of compulsory primary education also varied: from 6 to 12 years, and in some states even up to 14 years.

The adoption of laws on compulsory primary education was more declarative, and this did not mean that all school-age children were indeed educated. In some countries, education was paid even in primary schools until the end of the 19th century. The well-known development of the state primary school network in the last decades of the 19th century and the beginning of the 20th century did not weaken the monopoly of private and church schools and the monopoly of the ruling classes on education. Lack of national schools for national minorities, unequal distribution of schools, availability of paid schools, paid education in secondary and higher education institutions, low level of education in compulsory, especially in rural schools, incomplete and desperate schools for working children and did not allow them to continue in higher education. There were traditional educational institutions for the children of the wealthy. In such institutions, both secondary education and preparation for higher education were carried out.

During this period, progressive educational traditions began to emerge in Asian countries, which benefited from the positive experience we have mentioned. Although religious education was preferred in parts of the continent such as West Asia, South Asia, and Southeast Asia, European education began to expand. In Bangladesh, Bahrain, the United Arab Emirates, Burma, Brunei, Vietnam, Qatar, Indonesia, Jordan, Iraq, Iran, Israel, Yemen, Cyprus, Kuwait, Malaysia, Pakistan, Syria, Egypt, Turkey, the Philippines and India. development was observed. In countries such as India, Pakistan, Indonesia and Turkey, which have the largest contingents, the process of establishing education in line with Western standards has become more pronounced, despite the large number of nationalities. For example, in Indonesia, with a population of more than 230 million, sects such as Hanafi, Shafi'i, Hanbali Maliki, Wahhabi, Sufi, Ahmadiyya, Qadiri, Salafi, Shattari, Batak, and Bak Makas prefer religious education, but as a result of European education, hundreds giant universities began to emerge. Or in Pakistan's Punjab, Sind, and Baluchistan provinces, large-scale higher education institutions that meet the requirements of the secular education system began to emerge under the influence of European education, despite the expansion of Bedouin, Iwadi, Wahhabi, Shiite, Shafi'i, Maliki, Hanafi, and Hanbali sects.

Despite the large number of religious and ethnic denominations in the Indian states of Kashmir, Uddar-Pradesh, Hyderabad, Maharashtra (Bombay), Gujarat (Surat), Rampur and Punjab, which have a population of 1.2 billion, European education is growing rapidly. The fact that education in India is in English has had a strong impact on the country's rapprochement with the American and British education systems. The same can be said about India's neighbors Bangladesh and Sri Lanka.

The scope of the Western education system has expanded to the African continent. Thus, in the twentieth century, some African countries, which are among the developed countries, have achieved great success in the field of education by applying the progressive aspects of Western education. The majority of the Muslim population on this continent, in other words, 82 percent, live in the Arab countries of North Africa. In South Africa, more than 90 percent of the Arab population is non-Muslim. Apparently, despite the fact that Christian Arabs live in one part of Africa and Muslim Arabs in another, the interest in Western education is the same in both countries. In general, interest in Western education is still growing in the vast majority of countries in North and South Africa, as well as in the West and East. In Algeria, Cameroon, Libya, Morocco, Egypt, Nigeria, Sudan, Tunisia, Ethiopia, Guinea, Mauritania, Senegal, Somalia and other countries, there are exemplary universities with colorful specialties and rich educational technology.

In recent years, in addition to technical sciences, South African countries have higher education institutions formed on the basis of specialties that reflect culture, art, architecture and especially sports. In the developed countries of South Africa, there are educational institutions that are able to compete with both the United States and the West, and in some

cases even win them. That is why the cultivation of South Africa has begun to gain great prestige in the international arena.

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