

## **Development Stages of Education in Foreign Countries**

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**Abstract:** The article discusses one of today's most important issues, the countries of the world, the education system, their specific aspects, research methods, stages of development, and a number of scientific and practical tasks.

**Keywords:** educational system, integration, educational development, social process, international standard, activities of the Council of American Universities, Europe.

It is a recognized fact that education in developed foreign countries is a social process that actively affects the internal politics of the country. Because of this, the amount of funds allocated for the economic provision of school needs in foreign countries is increasing year by year.

Foreign experiences show that it is impossible to allow haste in the work of restructuring the content of education. In our opinion, a more effective way in this area is to create training programs based on integration and specialization.

In developed countries, the problem of education is increasingly showing new aspects and becoming an important aspect of social strategy. Of course, the problems of social importance of education, as before, are inevitably expressed in certain political and ideological views. In addition to the current conflicts, there will be social problems in the main social groups in the next decades, and there is a desire for a certain agreement. The perspective of educational development is also related to this. A population with a low level of professional and general education, mainly young people, can pose a real threat to the social stability and economic growth that most of the Nordic countries value.

Most of the people said that illiteracy and lack of culture are the main enemies of stability, and they showed the suffering of people who did not get the necessary education in their time. It should also be noted that deficiencies in the education system undermine the country's competitiveness in the international arena. This is particularly characteristic of the USA. In the USA, the government studies the tasks of educational development based on this approach.

South, that is, the developing countries of Asia, Latin America and Africa have a special place in the international education space. It is impossible to consider them as a whole. Different groups of these countries have different characteristics according to many indicators of development.. New fronts of the processing industry are developing. Strengthening scientific production has become an important condition. In this way, it will be possible for these countries to join the process of globalization not as a passive object, but as an active subject of international economic relations. Cheap, illiterate, unskilled labor force is not suitable for modern industry. It needs trained workers who can handle complex and expensive equipment. According to international standards, the standard of living of such workers remains low, but it is significantly different from the poor strata of the population of the South. Modern production requires

significant development of education and training of qualified personnel. A remarkable success has been achieved in this regard.

The great economic and social importance of education can be seen in the example of South Korea. It was a backward agrarian country several decades ago. In 1960, the annual GDP per capita was 80 dollars, which was equal to the figure of Japan in the middle of the 19th century.

But in the next decade, South Korea, which was not very rich in natural resources, was a Japanese colony for a long time, and then suffered greatly from the civil war of 1950-53, became a developed industrial country. It is estimated that by 2010, according to its economic capabilities, it will rise to the level of the "big seven" countries.

These advances are in many ways related to the rapid development of education. Shortly after the liberation from the Japanese occupation, the foundations of the national legislation on public education were created. The issues of education development were reflected in the 1948 Constitution. In 1949, the main law on education was adopted. In 1952, free compulsory primary education, in 1958 the law on the development of professional education, in 1980 the law on education reform was adopted. In 1994, a presidential commission was established to develop ways of further development of education. The constant attention of the government to the problem of education and the introduction of large financial investments have led to excellent results. Illiteracy was eliminated in a short period of time, and secondary education became popular.

Educational institutions providing secondary and special education have increased. By the end of the 1990s, more than a million students began to study in universities.

A significant increase in the level of knowledge of the population, an increase in the number of qualified personnel makes it possible to develop an industry focused on the production of export-oriented products. Scientific production parks were established, where industrial firms, research institutes, universities and colleges cooperated. There is another interesting aspect to the case of South Korea. Foreign achievements of science and technology are carefully studied. Foreign economic relations have developed widely. Thousands of Korean students are studying in foreign countries such as USA and Japan.

But in South Korea itself, foreign influence in the field of education and culture is strictly limited. For example, in the country's educational institutions, non-Koreans are allowed to teach foreign languages only. They cannot hold the position of a full-time professor even in a private university. Only the status of "guest professor" can be obtained for them. Such vigilance in relations with the outside world can be explained by the fact that Koreans lived for centuries under the rule of nations such as China, Mongolia, and Japan. This historical memory is still alive.

In the official documents of the UN and UNESCO, this region is called: Latin America and the Caribbean countries. Their ethnic composition is very complex: the absolute majority of the population of Argentina and Uruguay has pure European roots. The Brazilian ethnos consists of whites, Negroes, and Indians; Descended from Gandhi and Jamaican Negroes.

The more developed countries of the continent - Mexico, Argentina, Brazil, Uruguay - achieved significant economic success in the following decades. Industrialization will be carried out in these areas, and the production of competitive industrial products will be launched. Progress is also being observed in the field of education. The share of GNI involved in education has increased, children's enrollment in compulsory education has increased. The number of secondary schools and special educational institutions has increased. The best universities - the National Autonomous University of Mexico, the University of Buenos Aires, the University of Chile have achieved international status.

Prospective laws on education have been adopted in these countries. In 1993, the Argentine National Congress approved the Federal Law on Education. Its slogan is "Quality education for everyone and each of us". The law aims to introduce 9-year compulsory education and create a senior high school for children aged 15-18. In the same year, a general law on education was adopted in Mexico. It was accepted in Brazil in 1996. The Law "On the Basics and Main Directions of National Education" was aimed at solving issues related to the purpose of education, the principles of its organization, state obligations, and the financing procedure.

Among the countries of the South, the countries of Latin America were among the first to move to the path of educational integration.

Sharp social differences also affect the education sector in Latin America. There is a big difference between high-quality university higher education and low-quality general education. The massive underfunding of higher education is hurting public schools. In Latin American countries, emphasis is placed on the training of specialists in the social sphere. These fields are not related to the current requirements of the national industry. A sharp difference in economic growth and development in the field of education is evident in the case of Brazil. But public literacy still exists.

Language problems also complicate educational development in southern countries. During the colonial period, classes were taught in the local language in the primary school, and education in the metropolitan (Colonial) language was introduced in the secondary school. Currently, education in these two schools is conducted in the local language. In Ethiopia, the Akhmar language is compulsory, in Tanzania - Swahili, in Bangladesh, the Banglu language is studied. Switching to studying in the mother tongue helps to form a national culture that eliminates the differences between school and life. But this is a complex and conflicting process, let's take India as an example. This country is multi-ethnic. The people living there speak hundreds of languages and dialects. Before India's independence, English was the dominant language in secondary schools. In the constitution of independent India, Hindi was declared as the state language. English has the status of the second official language. Apart from Hindi, 14 other languages (Assamese, Bengali, Sanskrit, etc.) have official status.

High school teachers must know three languages: 1. the official language of the region; 2. Hindi or English; 3. another Indian language or a foreign language. This created great difficulties for school teachers. At the same time, Hindi, which is included in the compulsory curriculum in some states, faces opposition from the local population. To create a modern economy, highly qualified personnel are needed for the development of the social and cultural sphere. According to this aspect, the ratio between the North and the South is very large. . To create a modern economy, highly qualified personnel are needed for the development of the social and cultural sphere. According to this aspect, the ratio between the North and the South is very large. The number of scientific workers and engineers in research and experimental production is ten times higher in developed countries compared to the state. The complex nature of the situation In the 1970s and 1980s, a number of developing countries focused on the development of secondary and higher education as a guarantee of rapid economic growth. But this rate of quantitative growth far exceeded the expansion of work activities requiring this specialization. As a result, many young graduates became unemployed or engaged in unspecialized work. However, in many countries of the South, the level of economic and social development does not encourage the widespread use of specialized labor. Their future depends on these factors and the development of education. The 21st century brought great progress in the development of education.

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