

SPECIFIC FEATURES OF THE EDUCATION SYSTEM IN EASTERN COUNTRIES

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Abstract

This article discusses the emergence of the education system of Eastern countries, the first pedagogical views. Also, special attention is paid to the specific features of the education system of Eastern countries, new reforms, opportunities, and achievements.

Keywords: Eastern countries, developed countries, pedagogical views, education system, education sector, curricula, preschool education, primary education, general secondary education, higher education, characteristics, educational institution.

Introduction

The education system of Eastern countries occupies a special place in the world with its deep historical roots, unique cultural values, and high results achieved in the modern era. Eastern educational philosophy is mainly based on the teachings of Confucius, Buddha, and other Eastern thinkers, and is characterized by such features as deep respect for education, attention to work and discipline, collective values, and recognition of the sacred position of the teacher. East Asian countries such as Japan, South Korea, Singapore, China, Hong Kong, and Taiwan consistently show the best results in the world in international assessment programs (PISA, TIMSS). These high indicators are not accidental, but are the result of national attention to education, a strong educational culture, effective teaching methods, and large state investments. A common feature of Eastern education systems is the view of education as a key factor in personal and national success. Families invest a lot of money and time in their children's education, which instills a high level of motivation and responsibility in children.

One of the most important features of Eastern education systems is a systematic and structured approach to education. In particular, the Japanese education system is famous for its strict discipline, well-thought-out curriculum, and high qualifications of teachers. In Japanese schools, the concept of "koyoiku" (education) includes not only academic knowledge, but also moral education, team spirit, and social responsibility. Students learn hard work and cooperation by cleaning the school, helping with cooking, and fulfilling various responsibilities. The Japanese education system widely uses the method of "jugyoku kenkyuu" (lesson research), which involves planning, observing, and analyzing lessons together to ensure the professional development of teachers. The South Korean education system is known for its high level of competition and exam orientation. Korean students have the longest study time, and many take extra classes at "hagwon" (private tutoring centers) outside of official school



hours. The entrance exam, called Suneung (대수능), can determine a student's entire future, so preparing for this exam becomes a central part of life.

The Chinese education system is characterized by its enormous size and rapid development. The Chinese educational culture, based on Confucian teachings, recognizes knowledge and education as the highest value. In China, the national higher education entrance examination "gaokao" (高考) is a defining moment in life for students and families. The Chinese education system has undergone major changes in the past three decades and is now the largest education system in the world. The Chinese government views education as a key driver of economic development and innovation and has made huge investments. However, the Chinese education system is criticized for being excessively exam-oriented, putting great pressure on students, and restricting creative thinking. In recent years, the Chinese government has taken measures to reform education, reduce student workload, and promote all-round development. The Singapore education system is a model that successfully combines Eastern values and Western pedagogical approaches. Singapore's education system is based on meritocracy, with opportunities awarded based on talent and hard work. The country spends more than 20% of its GDP on education and considers teaching to be one of the most prestigious professions. In the East, teachers enjoy a high social status and prestige. In Confucianism, teachers were considered "second parents after parents," a view that has survived to this day. In Japan, teachers are called "sensei" (teacher) and are deeply respected. In South Korea and Singapore, teachers are highly paid and the profession attracts the best applicants. In Singapore, only the top 30% of graduates are accepted into the teaching profession, and they receive fully funded training from the state. The professional development of teachers is also strongly supported by the state. In Japan, teachers regularly participate in "lesson study" processes, learning from each other and improving their practices. In China, teachers also have a well-established system of continuous professional development, and they undergo regular training and seminars.

In Eastern education systems, collective values and discipline play an important role. From a young age, students are taught to put the interests of the group above personal interests, to respect elders, and to fulfill their responsibilities. In Japanese schools, "soji" (cleaning time) is the obligation of students to clean the classroom and school, which instills a sense of team spirit and responsibility. In South Korea and China, homeroom teachers are responsible not only for the academic, but also for the personal and social development of students. Eastern schools have strict rules regarding dress codes, hairstyles, and behavior, which serve to ensure discipline. However, this approach is sometimes criticized as limiting individuality and weakening creativity. In modern times, Eastern countries are actively working to reform and modernize their education systems. Singapore has revised its curriculum to develop 21st-century skills, with an increased focus on critical thinking, creativity, and technological literacy. Japan is implementing the Yomigaeru Kyouiku (Revitalizing Education) program to introduce new approaches to education. China is trying to reduce the burden of additional education and ensure the overall development of students through the "shuangjian" (双减) policy. South Korea is also introducing the concept of "haengsun" (safety and well-being) into education, increasing attention to the mental health of students. Eastern countries are also leading the way in introducing digital technologies into education. Singapore has equipped all



schools with digital infrastructure as part of its “Smart Nation” initiative. South Korea and Japan are developing online learning platforms and artificial intelligence-based learning systems.

In conclusion, the education systems of Eastern countries are formed on the basis of a synthesis of traditional values and modern pedagogical approaches, characterized by a deep respect for education, strict discipline, high standards and the authoritative position of teachers. Although these systems show high results in international assessments, there are also problems that lead to excessive competition and stress. Currently, Eastern countries are trying to balance their education systems and ensure the all-round development of students.

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