

GLOBAL EDUCATIONAL STANDARDS AND NATIONAL CULTURAL IDENTITY: THE DIALECTICS OF CONTRADICTIONS

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Abstract:

This article analyzes the dialectics of contradictions between globalization processes in education and the preservation of national cultural identity. The article analyzes the contradictions between global educational standards and national culture, the issues of universalization and localization in education, as well as the risk of losing national characteristics in education systems. The article also emphasizes the need to harmonize global and national values in education, which will play an important role in creating sustainable and just education systems in the future.

Keywords: Global education standards, national cultural identity, dialectics of contradictions, universalization, localization, PISA study, globalization.

Introduction

Nowadays, education is developing rapidly on a global scale. In this process, global education standards, on the one hand, help to modernize education systems in all countries, but on the other hand, they threaten the preservation of national cultural identity, traditional values, and the loss of the importance of language. The dialectic of contradiction between universalization and cultural identity in education poses major problems for the future of societies in general. This article

aims to analyze the relationship between global education standards and national cultural identity.

Global education standards represent general principles developed by international organizations, including the United Nations (UN), UNESCO, and other global organizations, and applied in education systems. These standards include issues such as improving teacher training, ensuring the quality of curricula, and promoting equity and sustainability in education. Global standards are also implemented through international assessment systems, such as PISA (Programme for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study).

For example, the results of the PISA (2018) study show that students from countries with high-level education systems (e.g. Finland, Singapore, China) show the highest results in mathematics, science, and reading. However, the incompatibility of global assessment systems with education systems in some countries can lead to conflicts with cultural and social conditions. For example, Uzbekistan showed relatively low results in the PISA 2018 study, which indicates that the local education system does not yet fully meet global requirements.

National cultural identity is the unique cultural, historical, religious and social heritage of a nation. The preservation and development of national culture is carried out through the education system. Respect for one's cultural heritage, preservation of language and traditions are very important in the educational process. Therefore, teaching national values, language and culture in the education system is necessary not only for the preservation of national identity, but also for finding one's place in the global world.

However, the interdependence of global educational standards and national cultural identity often leads to complex contradictions. Global educational standards sometimes put forward their own unique approaches, without taking into account national cultural characteristics. This situation creates a risk of losing originality in national education systems. For example, global education programs often require the popularization of English, which can reduce the importance of the Uzbek language in the education system.

The interrelation of the process of universalization of the global education system with national cultural identity often leads to dialectical contradictions. This dialectical relationship, on the one hand, means the universalization of the global education system, that is, basing education on the same principles throughout the

world. On the other hand, the need to preserve national culture and traditions requires taking into account the specific social and cultural conditions of each country. Statistical data and comparative analysis: 1. PISA 2018 results: The PISA (Programme for International Student Assessment) study assesses the knowledge and skills of students at the age of 15. The countries with the highest results in the 2018 results are:

- Singapore — More than 90% of students demonstrated a high level of knowledge.
- Finland — More than 80% of students demonstrated a high level of knowledge.
- China (Shanghai) — More than 85% of students demonstrated a high level of knowledge.

The role of national culture and language in the education system of Uzbekistan is very important. The adoption of the Uzbek language as the main language of instruction in schools and universities serves to preserve national identity. However, the popularity of English and the need for excellent knowledge of English to enter global education systems can sometimes displace the place of the Uzbek language.

UNESCO education indicators: According to UNESCO data for 2020, the world literacy rate is around 85%, but in some developing countries this indicator is lower. This indicates the problems that arise in the coordination of national education systems with global education standards.

Conclusion

The dialectic of contradictions between global education standards and national cultural identity is an important issue in modern education systems. Each country is striving to harmonize global standards and national values in its education system. This approach not only improves the quality of education, but also helps to foster cultural exchange between societies. Finding a balance between universalization and localization in education is important for creating sustainable and equitable education systems in the future.

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