

GENERAL THEORETICAL AND PRACTICAL PROBLEMS OF UZBEK-FINNISH EDUCATION: LACK OF SELF-DETERMINATION

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Abstract: The Finnish education system is based on the autonomy and self-determination of teachers. Teachers are owners of their teaching, and students are owners of their learning. Both are self-guided through the syllabus. As to education in Uzbekistan, in both public and private universities, the classroom management style (including the administration of schools) is authoritarian, where students and teachers have no say in their own management, and they are seen to need explanations. Lack of self-determination and autonomy, i.e., owning your learning and teaching, creates a negative self-development experience that forces the administration to step up more controls on both teachers and students, resulting in lack of trust, collaboration, ownership, and autonomy.

Keywords: autonomy, competence, collaboration, forced labor, motivation, ownership, self-determination.

Foreword: The Finnish education system is based on the autonomy and self-determination of teachers. There are no sudden changes for teachers and students in their work, thus ensuring a harmonious learning and teaching environment. The administration of the university or a school cannot interrupt the well-preplanned schedule of the modules. It is written in the stone, so to say. Teachers are owners of their teaching, and students are owners of their learning. Both are self-guided through the syllabus. Both teachers and students clearly know the requirements and the timetable for the academic year modules. Universities in Uzbekistan, both public and private, tend to make quick and unpredictable changes in modules and academic calendars. Modules and syllabuses can be whimsically changed, altered, or cut in half in the middle of the semester. These problems create negative learning and teaching experiences that force administration to step up controls on both teachers and students, resulting in lack of trust, collaboration, ownership, and autonomy in learning and teaching. I briefly analyze what has made Finland's system sustainable for many years and how the Uzbekistan education system could make beneficial changes in its educational macro system. 1.

Three basics in self-determination theory Self-determination theory is a theory of human motivation, well-being, and basic psychological needs published by Richard M. Ryan and Edward L. Deci in 1985. At the heart of the theory is the idea of a person as a supporting actor whose basic needs are realized through action - naturally striving to know himself and the goals he chooses. The three basic human needs defined by Ryan and Deci (1) are the need for autonomy, the need for a sense of competence, and the need to experience community. According to the self-determination theory, basic psychological needs are necessary conditions for well-being, and together, they explain a large part of the positive feelings experienced by people. 1.1 Autonomy/self-

determination Autonomy means the experience that a person is free to decide on his own actions, that he has options, and that he can influence the course of his own life. Autonomy is often translated into self-determination and refers to a child who learns how to set his own limits. Instead of decreasing selfishness, it would be preferable to aim, for example, at increasing flexibility (5). Freedom of choice is a prerequisite for experiencing autonomy, and forced action can be seen as its opposite. In voluntary action, the motivation to do something comes from within the individual and his own starting points. Autonomy is the sum of many factors requiring trust and safe, reasonable boundaries (2). For example, in school, the student's autonomy can be increased by letting him decide on some elements of his studies. Would it be more meaningful to do tasks if he could, for example, listen to music through headphones simultaneously? I allowed some poorly performing students to do it in the 1990s in Finland, and they became the best in the typewriting speed of the whole class! 1.2 Competence Competence refers to a person's need to feel that he is competent - he can overcome challenges and get things done. A person enjoys an activity that he feels he has control over and in which he can learn new things and increase his knowledge and skills. At best, the challenge level is just right; doing it requires deepening and effort. Overcoming obstacles produces pleasure and a sense of self-sufficiency. 1.3 Relatedness/community The third basic psychological need is the need for relatedness. Humanity includes the need to connect with other people. We want to feel that we belong with others, to be part of a group, and to be accepted in it. Our well-being is strongly linked to the people around us. We feel good when we feel that we are cared for and in genuine contact with our loved ones. Therefore, people are often more motivated to perform even slightly less pleasant tasks in a good and encouraging atmosphere. (3) 2. Motivation from inside and outside.

The three basic needs are strongly connected to motivation. In selfdetermination theory, motivation is separated into internal motivation and external motivation. An intrinsically motivated person finds doing something meaningful, important, and enjoyable, while an extrinsically motivated person does something in the hope of a reward or to avoid punishment. However, according to Deci and Ryan, even external motivation can be autonomous. (2) When a person understands and internalizes the tasks required of him and their meaning, he can become autonomously motivated to perform them. This is what autonomy is in Finnish education for teachers and students. All in all, it could be said that human life includes several types of situations where some motivation is needed - be it internal or external. Doing everything will never motivate us internally and autonomously. Merja Tompuri (5) expresses the matter in her book "Tartu toimeen" as follows: In a simplified way, you could say that arousing inner motivation emphasizes a person's individuality and well-being while fulfilling obligations is most strongly related to community and strengthening determined perseverance. Handling unpleasant tasks should also be accepted as at least a small part of life. However, basic psychological needs are factors that increase motivation and are essential in an individual's growth and development. 3. Universal human needs The basic needs in question would also seem to be universal human needs, regardless of culture. Numerous studies have shown that these factors explain a significant part of both the pleasure we experience daily and our long-term well-being. Therefore, human

beings naturally seek, in addition to basic physical needs, also towards goals that make life more prosperous and meaningful. (4) The theoretical focus is on self-determination of behavior (1) and its benefits in education. "When people's goal-directed behavior is autonomous rather than controlled, the correlates and consequences are more favorable regarding the quality of their behavior, health, and wellbeing. The why of goal pursuits does indeed matter, and we argue that this is because autonomous regulation involves greater need satisfaction "(1:263). It is evident that this is lacking in the education field, both in the private and public sectors in Uzbekistan. Teachers and students are monitored, due to the lack of trust, by cameras and the Hemis system. Annual scheduled Ministry of Education visits to universities, trying to find faults, are nerve-wracking, and lots of time is invested in formal technicalities to satisfy the inspector team from Tashkent. Portfolios monitor students, and they, in turn, collaborate to copy the same portfolio for everyone. I can see the flashlights of the old "forced cotton picking"- mentality behind this situation. An old Soviet-era mentality is still there, although forced cotton picking for teachers and students has been banned and has vanished today. 4. Suggestions: Basic psychological needs are the main themes of guidance in education. The basic psychological needs familiar with the theory of selfdetermination dealing with motivation should be chosen as the main themes of the guidance: autonomy, ability (competence), and belonging. According to Ryan and Deci (3), fulfilling basic psychological needs and well-being go hand in hand. In addition, in terms of a person's professional development, the quality of motivation is more important than the quantity because working solely on external motives weakens the individual's perceived well-being and learning (2). The self-determination theory gives direction and guidance from the planning phase to implementation. The theory of self-determination also supports and guides the instructor's choices. From the planning stage, the building process should be guided by the questions (4): How can cohesion be built in groups, by what actions can the autonomy of those being controlled be strengthened, and how can they support their own ability to solve issues of well-being at school? Finland was ranked, for the 7th consecutive year, as the happiest country in the world in 2024. I argue the reason behind the success is the self-determination and autonomy of people in schools and workplaces. These are the core of Finland's system. Schools in Uzbekistan should start thinking about applying the three core issues in teaching and administrating teachers: autonomy, competence, and relatedness.

Sources:

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