

Finnish Experience in Education: Case Study

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Abstract: In this paper has been researched the Finnish public education system, appointing principals in school management, improving their skills, determining the role of the media in school management, learning how to conduct marketing in schools, the experience of Finnish schools in the organization of STEM subjects, and schools, o The evaluation systems of teachers and students were studied. The experience of the specialized high school for entrepreneurship in Muurame, the Kuokkalan comprehensive school located in Jyväskylä, Valteri school for children with special educational needs, the high school belonging to the GRADIA consortium, Keljonkanjas secondary school in Jyväskylä, the Finnish Academy, and the Finnish educational evaluation centers were studied.

Keywords: Image, brand, brand strategy, private school, school education system.

1. INTRODUCTION

At present, the experience of those countries that are leading among the systems of school education in the world has been updated: these are South Korea, Singapore, Hong Kong, England, Australia, the Netherlands, Finland, Belgium, and the USA. Of particular interest to us in this list is Finland - Russia's northern neighbor, connected with it by close historical, socio-economic and cultural ties. Attractive features of the national character of the Finns: diligence, thoroughness, law-abidingness, penchant for reasonable consumption, innovation, high prestige of education and vocational training [1].

2. LITERATURE REVIEW

P. According to the concept of Farquhar [1], brand equity is studied as a means of delivering added value for the company or for the consumer. D. Aaker [2] studies it as a sum of brand name related assets, i.e. consumer awareness, loyalty, perceived quality and other financial assets. J. For Kapferer [3], brand equity is defined as the mental image (trademark) of the consumer's reflection and proposed values. K. According to Keller [4], brand equity is defined as the mental image (trademark) of the values that are reflected and offered to the consumer. In our opinion, brand equity is the added value given by the consumer to each product and service.

D. Aaker and K. According to Keller's theories, there are 4 main assets of brand equity, which include perceived quality, brand loyalty, brand awareness, and brand constituents (brand associations). B. Yuu, N. Donathu, and S. Lee argues that the level of brand equity can only be evaluated as positive when the level of brand quality, brand loyalty, brand associations, and awareness are clearly visible. [5]

S. Gronrus considers the quality of services as a positive opinion generally accepted by users of the service. [6] D. In Aaker's research, although he recognizes perceived quality as one of the components of brand equity, he argues that it does not differentiate between goods or services and that it should be taken into account when evaluating brand value. [7]

The fact that consumers' brand awareness and brand founders are the main factors in the formation of brand equity is based on the researches carried out by Huang and Sarigollu [8], Keller [9], Rossiter and Percy [10]. This awareness, brand associations should be able to fit comfortably in the memory of consumers. Brand associations and brand awareness have a positive effect on brand equity because it is perceived as a sign of quality and loyalty and helps the customer consider the product at the point of purchase. This leads to positive brand behavior and positive decision making.

Several researchers agree that brand equity is associated with higher brand preference and loyalty. In Chang and Lui's brand preference model, customers' prior knowledge of a brand (brand loyalty) is identified as a key factor associated with a greater willingness to continue using services. [11] That is, brand loyalty forces consumers to

continuously purchase a product and resist switching to another brand under the influence of internal psychological factors.

In the theories of relationship marketing, "trust" is considered as one of the main factors in the formation of brand equity. [12] From this point of view, "trust" is studied as a psychological state that favors the attitude of a person to the actions of others. Consumer trust in service providers can be studied as a factor in the formation of brand equity.

Since celebrities start endorsing brands, brands have their own image. These people help marketers position their brands because they introduce the consumer to celebrities. Theories that brands, like everyone else, can have a personality A. Azolau and J. Based on Kapferer's research. [13] J. Aaker notes brand personality as a set of human characteristics associated with a brand. He developed the Brand Personality Scale, which identified five dimensions or "a set of personality traits associated with the brand." They are: sincerity, excitement, authority, courtesy and rudeness. These five dimensions relate to the Big Five consumer characteristics of brand acceptance. [14] V.Norman and E.Tupes and R.Kristal researches have identified 15 features of such features.[15]

Summarizing the opinions of the above scientists who have conducted scientific research in this field, we can say that the characteristic of a brand is a set of specific characteristics associated with the brand name. Brand identity is a consumer-related aspect, meaning that an effective brand has a set of enduring characteristics specific to a particular consumer and increases brand equity. This is a unique feature - the brand represents a collection of quality accessories that add value beyond its functional benefits.

Based on theories of organizational identification, any consumer tends to be a member of a certain social group. According to M. Long and L. Shiffman, consumers tend to associate themselves with certain brands depending on their social background. If the brand has a good reputation within the group to which consumers belong or want to belong, they will evaluate the brand positively. [15]

Thus, brand identification allows the consumer to join or separate from the group that constitutes his social circle, as indicated. Therefore, a consumer who identifies with a particular brand will be willing to be closer to that brand and will be proud to promote the brand, thus increasing perceived brand equity.

3. ANALYSIS AND RESULTS

In Finland, the concept of a "learning society", developed in the mid-1990s, has now been adopted. 20th century Swedish professor Thorsten Hyusen, according to which the principle of lifelong education is implemented and the opportunity to study at any age is provided. The main objective of Finnish education policy is to provide all citizens with equal opportunities for education, regardless of their age, ability, financial situation, gender and nationality (the so-called equalization policy). How is it shown?

Firstly, in the free education at all its levels, which makes it as accessible as possible for all categories of citizens. For example, at the level of primary education (grades 1-6), this is manifested in the fact that children are provided with free textbooks and teaching materials, three meals a day, school transport (if a child lives far from school, he is paid for travel to school, even by taxi if there is no bus route), medical services. No "extortions" in favor of the school are taken from parents, the concept of "paid educational services" does not exist.

Secondly, the leveling policy is manifested in the absence of differentiation: in the absence of an assessment system and exams up to the 9th grade, grades of different levels (all children study the same way: according to the same program, textbooks, at the same level, according to the same curriculum).

Thirdly, if a child has learning difficulties (as a rule, when studying the basic subjects "native language" and "mathematics") or he shows inappropriate behavior, then separate groups (up to 10 people) are organized for such children in elementary school, as a rule, they are of different ages (grades 1-2, 3-4, 5-6). A teacher and 1-2 assistants (assistant) work with such children for part of the school day, who, in the mode of individual work, help children cope with their educational or behavioral problems. When the problem is ironed out, the student returns to his regular class. On average, there is one special teacher for every seven subject teachers in every Finnish school. In total, such teachers work with 30% of students annually in individual or group lessons. These teachers receive additional one-year training.

At the end of the basic 9 years of education, the student may be given one year of preparatory education in order to improve learning outcomes (he can retake final exams and receive a new school leaving certificate); to decide on the choice of a future profession and the type of further education (lyceum, vocational school), to carry out tests in this direction (take separate courses, do an internship).

The curriculum of the basic 9-year education looks quite traditional: native language, a foreign language (from the 2nd grade - English, from the 7th grade Swedish is added, which is the second state language in the country), mathematics, natural history and ecology (up to 4 -th grade), biology or geography (from the 5th grade), chemistry,

physics - from the 7th grade, religion or ethics, history or social science (from the 5th grade), music, fine arts and labor education up to 7- go, physical education. Optional subjects (optional lessons) appear from the 8th grade (7 hours a week). The weekly teaching load increases from 19 hours in grades 1-2 to 30 hours in grades 7-9. Thus, until the 6th grade, children study a fairly traditional set of subjects with a stable and fairly deep content.

Lesson activity is the main and only type of educational activity in elementary school: there are no extracurricular, extracurricular activities (clubs, electives, projects) in the Finnish elementary school. Only from the 7th grade does the student have the opportunity to show his own interest by choosing from the set offered by the school three optional courses for the year (and you cannot change your choice during the year). The set of optional subjects is quite diverse. For example, in the classical high school Hatsale (Kuo-pyo) it is a foreign language (French, German, Russian), natural sciences, ICT, oratory, theater, music, home economics, sewing.

After receiving the same basic education, students continue their education for 3-4 years at a higher secondary school (general upper secondary schools), which is often called a lyceum, or at a vocational institution and apprenticeship training - professional installation and student preparation) for three years. Graduates of vocational education institutions, after gaining work experience, have the opportunity to continue their studies in a working specialty to obtain a higher qualification or additional qualification. In addition, graduates of these educational institutions have the opportunity to continue their education in higher education without additional training.

We managed to get some idea about the features of education in higher secondary general education institutions (second-level education) such as lyceums after visiting a classical lyceum - a sports one (there are 6 lyceums in Kuopio: sports, music, theater, international training, evening). This lyceum has 564 students, 44 teachers, 10 employees, 140 professional athletes. Despite the sports bias, all students receive in-depth training in all subjects, including quite complex ones - mathematics, chemistry, physics, foreign languages.

The academic year at the Lyceum is divided into 5 parts. After each part of the training, a control week is held, during which tests and exams are taken, and their results are analyzed. One week is allotted for retake, in case of non-retake of courses, additional specific days are assigned.

At the beginning of the academic year, each student draws up an individual study plan for the year (30 credits) using a computer program

"Villa". Of the proposed 12 subjects, he must choose 8. Some of them are compulsory, some are optional. Courses in subjects are selected based on electronically submitted materials, consisting of a list of courses, their summary, the indication of the teacher leading the course, and the number of credits per course. A timetable is provided for each course. This allows the student to coordinate their attendance when choosing courses. The maximum number of students enrolled per course is 32. With the help of the program, the student can track which courses he has passed, for which he has debts. If desired, the student can choose the course he needs from another lyceum. There is an open university from which the student can also take courses. The credits earned by him in additional courses are also counted in the lyceum or further when studying at the university.

The lyceum has a specially equipped classroom in which all lessons are recorded. A student who missed a lesson (due to illness, due to competitions) can independently study the material. In addition, the video recording can be used by a student experiencing difficulties in this educational material.

At the end of the lyceum, students take a national examination for an applicant, consisting of four tests: in their native language, the second state language, in a foreign (English) language, and in mathematics.

The high quality of school education in Finland is largely ensured by the teacher training system. Finland, along with Singapore, is among the countries with the most efficient teacher selection procedures. Schools employ graduates who have only a master's degree, which they receive, as a rule, in classical universities [2]. First, a series of examinations and tests, adopted at the national level in 2007, for numeracy, literacy and problem solving. Applicants with the highest scores are admitted to the second round, where they are tested for communication skills, willingness to learn, academic ability and motivation to teach. The third round is carried out by the employer. It is held at the school where the applicant wants to work, and includes an interview in which suitability for professional motivation, communication skills, emotional responsiveness, flexibility, etc. are checked [3]. Such a strict selection procedure is compensated by the subsequent rather "calm" professional activity of a school teacher, who for life provided with a rate and wages: in Finland there is no concept of certification and re-certification, confirmation of qualifications, participation in professional competitions; it is enough to take an annual 3-5-day training in PC courses (usually at universities) in a direction that is interesting for the teacher. The schoolteacher is guaranteed a high salary, with a fairly high starting rate, while subsequent salary increases are small compared to other OECD countries: the difference between the teacher's initial and maximum salary is only 18%. In this way, Finland has succeeded in attracting strong

young talents to the teaching profession, since the starting salary is more important than the prospect of its further growth in making a decision to become a teacher.

4. CASE AND EMPIRICAL RESEARCH

For information: Muurame is a town with more than 10,000 inhabitants and more than 600 entrepreneurs, located 14 km from Yuvaskila.

This school has 235 students, 20 teachers, 1 curator (deputy director), 1 nurse and 1 psychologist. School director Aki Puustinen.

Students who have completed the 9th grade have been in this school for 3 years (from the 10th to the 12th grade) study on the basis of the curriculum developed by the school, oriented towards entrepreneurship.

Under the school, in 2003, the entrepreneurial firm "Kisalli" managed by students was established. care of the elderly, help with the use of ICT tools, pet care, gardening) is to direct them to professions.

The school provides free lunch for all students. At the school, flexibility, responsibility, creativity, being the first, courage are the main values. The interaction between students, teachers and management at the school is based on the principle of equality.

Also, at the end of the visit, the winners of the contest "Sending young scientists to foreign scientific educational institutions for short-term scientific internships" were interviewed by the director of the school, Aki Puustinen, about their research topics.

In the second part of the day, a visit was made to the Kuokkalan secondary school located in the city of Yuvaskyla, and the activities of the school and the educational process were familiarized with it.

For information: the school was built in 1960 and has 1000 students, 102 teachers, 46 assistant teachers, a principal, 2 vice principals, 4 nurses and 1 doctor. .

In addition to Finnish and Swedish, the school also teaches 4 foreign languages (English, French, German, Italian) as additional languages. In addition to general subjects, religious studies, music, art, and handicrafts are taught in the school. For example, for 7th grade students, the "home economics" lesson, which teaches them how to do household chores, is considered mandatory and is held 3 times a week. This lesson plays an important role in preparing children of families whose parents work for independent life. In higher grades, it can be continued as an elective subject.

Also, in order to prepare students for real life, the school offers classes on working with woodworking and metalworking machines, and using 3D printer equipment and laser cutting equipment. Both boys and girls participate in them. These classes are held 2 times a week from 1st to 7th grade, and in the upper grades, the competition continues as a subject.

In a school for non-Finnish students

1-year Swedish or Finnish language classes are organized. Classes are conducted by main and assistant teachers.

There are student's and teacher's books for subjects, and the tasks in the textbooks are divided into 3 levels (easy, medium, difficult).

In the first part of the day, Valteri educational and consulting center for students with special educational needs (visual and hearing impaired, physically and mentally disabled students) in Onerva region of Yuvaskyla, and a specialized center at the center visited the school and familiarized with the institution's activities.

For information: Valteri Education and Consulting Center is a part of the Finnish National Education Agency and covers pre-school and school education levels. Valteri Education and Consulting Center has 6 schools across Finland.

The main tasks of Valteri educational and consulting center

It is carried out in 3 directions. They are to provide and support consulting services on special education, to organize the process of professional development for teachers in the field, and to carry out publication work.

Valteri educational and consulting center constantly cooperates with secondary schools. If students with special educational needs (visual and hearing impaired, physically and mentally disabled students) are identified in general education schools, these schools use the services of Valteri Center. In this case, as the first stage of the process, the specialist of the center visits that school and after talking with the student, his parents, teacher and school psychologist, a pedagogical diagnosis is made to the student. At the next stage, an individual pedagogical plan is developed for this student. According to the results of the pedagogical diagnosis, the students with identified problems can stay in their schools and be taught in separate small groups or brought to the Valteri school. Here they are trained on the basis of a special program that lasts from 1 to 6 weeks, their physical and mental condition is monitored, and effective teaching

methods are developed for them. If positive changes are observed in the student during the specified period, the student will be able to continue his education in the general education school in his area of residence, and the teachers of this general education school will be introduced to the above effective methodology. If there are no expected changes during the specified period, they will stay at Valteri school and continue their studies.

Valteri school consists of 4 departments (dormitory, training department, rehabilitation department and physiotherapy). Braille learning materials, special corridors, signs, a swimming pool, distance learning rooms based on deaf pedagogy, a kitchen and other amenities have been created for the students in the school.

In Finland, children with special educational needs were 21% in 2020, and pupils attending Valteri schools were 8% of all pupils.

In the afternoon, a visit was made to the Keljonkanjas secondary school in Jyväskylä, where the activities of the school were closely observed and an interview was organized with the principals of the school, Tarja Seppälä-Pänkäläinen (grades 5-7) and Marja Hänninen-Helin (grades 8-9). In Keljonkanjas secondary school, children study from 5th to 9th grade.

In this school, like many schools in Finland, students enter the school building with their shoes off, the main reason is to keep the school buildings in good condition for a long time, and the second reason is that the students see the classroom as their home. is to provide.

The unique aspect of the school is that the robotics classes are organized very effectively in the school, and this class requires the use of knowledge of physics, mathematics, ICT (coding programs) and engineering. The school uses the Spike Lego software and its devices, created for Android and Windows devices.

A mathematics lesson with 8th graders was observed. At the beginning of the lesson, the assistant teacher took the children with special educational needs (those who want to study in a small group) out of the classroom for a separate activity. The lesson first started with checking homework. Homework in Finnish schools is done only to repeat the lesson, students are not graded for it. In addition to the main subject teacher, classes may have an assistant teacher. Their main task is to provide individual support to students who have difficulty understanding the subject.

One of the high schools of the Gradia educational consortium was visited and got to know the activities of the school. This school specializes in music and sports.

For information: Gradia educational consortium includes 14 schools and a total of 21,188 students study in them.

1,300 people at Schildt High School visited

Students of 10-11-12th grade (16-20 years old) study and there is a total of

80 employees, including 6 career counselors, 2 special education teachers, 2 school social workers, 2 psychologists, 2 school nurses, 1 priest, 1 there are supervisors (campus coach) and pedagogues.

The school's online admission process begins in mid-February. Students who have completed the 9th grade can choose up to 5 high schools, and schools accept students depending on the results of students' mastery in subjects and the results of the final state exam (matriculation examination). The results will be announced in mid-June.

For information: the final state exam (matriculation examination) for high school students is conducted in at least 5 subjects. In this case, mother tongue and literature, advanced foreign language or mathematics are compulsory subjects, and the remaining 3 subjects are optional. If the student gets enough points in 4 subjects, he is considered to have passed the exam.

The school has 6 career guidance counselors. Their main task is to help students find their way in life. They also help students plan their future lives, guide them to a profession, solve various problems related to students, guide them to higher education, and develop their social skills. Students try to find answers to these problems by sharing with these experts the problems that they cannot even tell their parents.

In addition, 2 special education teachers work in the school. They identify children with special educational needs (SEN students) and work with them regularly, that is, during the lesson, they help children with special educational needs to better understand the subject, complete assignments and prepare for exams. . Special education teachers always work in cooperation with the class leader, parents and school psychologist. At the beginning of the academic year, a standardized test is taken from each student admitted to the new academic year, and students with learning problems are identified. These students are given 32 hours of specially designed courses and are taught how to learn easily.

An academic year consists of 5 quarters. Every quarter

It consists of 8 weeks. 4-6 modules are taught each week. Each module consists of at least 3 lessons of 45 minutes. In the 8th week of each quarter, a 10-point modular exam is taken, and at the end of the year, total scores are calculated for all subjects. Cumulative Grade Point Average is taken into account when applying for higher education.

At Schildt High School, as in other high schools, subjects are divided into 3 categories. They are compulsory, specialized subjects and practical subjects chosen voluntarily by students. Each student studies according to the lesson schedule based on the subjects chosen by him. This class schedule is updated at the beginning of each quarter.

Education at Schildt High School can last from 3 to 4 years. The reason is that students may feel the need for additional training by participating in music and sports competitions.

The Academy of Finland is a leading organization in the field of science and research, which was established in order to develop and finance scientific research. In this case, the academy conducts researches in accordance with the priorities of the Finnish government in the field of science and education, and provides the most suitable ones with the necessary financial resources. The Academy of Finland is a state body within the administrative department of the Finnish Ministry of Education, Science and Culture.

5. CONCLUSIONS

An important role is played by the attractiveness of the teaching profession and the status it has in Finnish society. On the one hand, this is the historically high respect of the population for the teaching profession, on the other hand, the high level of education and the quality of the training received. Note that the highest competition for admission to the University of Eastern Finland (up to 20 people per place) in the areas of "pedagogical education" and "medicine". Teacher training includes courses related to the main and additional subject specialization (35 credits each), educational technologies (35 credits), communicative competence (12 credits), elective courses (8 credits). Most of the pedagogical faculties have affiliated federal educational institutions, in which students undergo initial teaching practice. Such an organization provides a connection between the content of the university curriculum with the realities of the school, and also gives the university the opportunity to adapt its educational programs to the needs of the modern school. It should be noted that universities in Finland have great autonomy and independence in making decisions about the directions of educational and research activities, in drawing up curricula, and in the rules for admitting students.

Finland's experience in the field of education is of undoubted interest to us, but the question of how much of this experience can be transferred to Russian soil remains open. It is clear that modern education requires modern material and technical equipment, which makes it possible to make training practice-oriented. Hairdressers and cosmetologists are taught in the classroom, which is equipped as a modern salon, students have all the necessary cosmetics at their disposal. Future chemists receive professional skills at a water purification station at the university, future car mechanics and auto mechanics - in a car repair shop, and the largest in the city, future carpenters - in a carpentry shop, where there is everything: from a plank to robotics .. Future fire safety specialists learn a lot part of the time not in the classroom, but at a special training ground, they have a garage at their disposal, where there are about two dozen ambulances and firefighters. We emphasize that thanks to such equipment, students are immersed not in quasi-professional, but in real professional activity: they serve clients in a hairdresser or beauty salon, repair cars, put out fires, etc.

A useful lesson is the attitude towards the teacher and his training in Finnish society. Only when the teaching profession is in demand and supported by a high material status, when the teacher no longer feels like a beggar in comparison with the parents of his students, will we be able to expect positive changes in our education. The main thing that the experience of Finland once again convinces us is that positive changes in the field of education are possible only when it becomes a national value and priority.

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