

Educational System in Germany

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Abstract: Education in Germany is primarily the responsibility of the individual German states (Länder), with the federal government playing a minor role. Voluntary kindergarten (kindergarten) education is provided for all children between the ages of one and six, after which school attendance is compulsory. Overall, Germany is one of the OECD's best performing countries in reading literacy, mathematics and science, with an average student score of 515 on the PISA assessment test, well above the OECD average of 497.

Keywords: education, development, profession, technique, progress, system, practice, student, higher education.

Introduction

Germany has a less competitive system, resulting in lower levels of bullying and less fear of failure among students, but higher levels of self-confidence and overall happiness compared to OECD countries such as South Korea.

In addition, Germany has one of the highest tuition rates among socioeconomically advantaged students, ranking 3rd out of 76 OECD countries. This results in Germany having the highest educated workforce among OECD countries. The Human Rights Measurement Initiative finds that Germany achieves percent of the potential income for the right to education at their income level.

The education system varies across Germany, as each state (Land) decides its own education policy. However, most children first go to Grundschule (elementary or elementary school) for 4 years between the ages of 6 and 9. Secondary education in Germany is divided into two parts, lower and upper. Lower secondary education in Germany is designed to teach individuals basic general education and prepare them for entry into upper secondary education. There are various vocational programs in Germany at the upper secondary level. German secondary education includes five types of schools. Gymnasium is designed to prepare students for higher education, and the Abitur completes its final exam after the 12th or 13th grade.

Discussion and results

From 2005 to 2018, the school reform known as G8 introduced the Abitur. The reform failed due to higher education requirements for children and was transformed into G9 in 2019. Stay with only a few Gymnasiums G8 model. Children usually go to a Gymnasium between the ages of 10 and 18. The Realschule has a broader focus for middle school students and concludes with the Mittlere Reife final exam. , after 10th grade; The Hauptschule prepares students for vocational education and culminates in the final exam with the Hauptschulabschluss, after grade 9 and the Realschulabschluss after grade 10. There are two types of level 10: one is the higher level, called type 10b, and the other is called type 10a; only the higher type 10b can lead to the Realschule,

and this final exam ends with the *Mittlere Reife*. This new way to achieve the *Realschulabschluss* was changed by statute in 1981 in the vocational secondary school - with a one-year qualification period. During the one-year qualifying period of the new rule change, students could continue in 10th grade to complete the statutory education period. After 1982, as mentioned above, a new road was mandatory.

Historically, Lutheranism had a strong influence on German culture, including education. Martin Luther advocated compulsory schooling so that all people could read and interpret the Bible independently. This concept became a model for all German schools. Religious education in German public schools is usually provided by churches in cooperation with the state.

In the 18th century, the Kingdom of Prussia was one of the first countries in the world to introduce the *Volksschule*, a free and generally compulsory primary education consisting of an eight-year basic education course. It provided not only the skills needed in the early industrialized world (reading, writing, and arithmetic), but also a rigorous education in morality, duty, discipline, and obedience. Children of wealthy parents often went on to attend private preparatory schools for an additional four years, but access to secondary education and universities was virtually non-existent.

In 1810, during the Napoleonic Wars, Prussia introduced state certification requirements for teachers, which greatly increased the standard of teaching. The final examination, the *Abitur*, was introduced in 1788, was introduced in all Prussian secondary schools by 1812, and in 1871 was extended to all of Germany. The state also established teacher training colleges for future teachers in the general or elementary grades.

German Empire After the formation of the German Empire in 1871, the school system became centralized. In 1872, Prussia recognized the first separate high schools for women. Learned professions required educated youth, more general education schools were established, and the state had the sole right to set standards and control the newly established schools.

Four different types of secondary schools have been developed:

- Nine years of classical *Gymnasium* (including study of Latin and classical Greek or Hebrew, as well as one modern language);
- Nine-year *Realgymnasium* (focusing on Latin, modern languages, science and mathematics);
- Six-year *Realschule* (without university entrance qualification, but with the possibility of an internship in one of the modern industrial, office or technical jobs); and
- Nine years of *Oberrealschule* (focusing on modern languages, science and mathematics).

By the end of the 20th century, the four types of schools had achieved equal status and privileges, though not equal prestige.

Classroom furniture from 1900 (left) to 1985 (right).

After 1919, a free, universal four-year primary school (*Grundschule*) was established in the Weimar Republic. Most students went on to another four-year course at these schools. Those who could afford the small fee *Mittelschule* This offered a more complex curriculum for an extra year or two. After the fourth year, students who passed a rigorous entrance exam could enter one of four types of secondary school.

During the Nazi era (1933–1945), although the curriculum was modified to teach the regime's beliefs,[8] the basic structure of the education system remained unchanged.

The German Democratic Republic (East Germany) began its standardized education system in the 1960s. The East German equivalent of primary and secondary schools was the *Polytechnic High School* (*Polytechnische Oberschule*), which all students attended for 10 years, from age 6 to 16. At the end of the 10th year, an exit exam was set. Depending on the results, the student

can choose to complete the education or to complete an apprenticeship for an additional two years, followed by the Abitur. Those who performed very well and showed loyalty to the ruling party could go to the Erweiterte Oberschule. (extended high school), where they could get the Abitur exams after 12 school years. Although this system was abolished in the early 1990s after reunification, it continues to influence school life in the East German states.

Students at Nonnenwerth Gymnasium, an all-girls Catholic school in 1960

After World War II, the Allied Powers (Soviet Union, France, Great Britain, and the United States) ensured that Nazi ideology was removed from the curriculum. They have established educational systems in their professional areas that reflect their ideals. When West Germany gained partial independence in 1949 its new constitution (Grundgesetz) gave the state (Länder) educational autonomy.) governments. This led to disparate school systems, often making it difficult for children to continue their education while moving between states.

Multistate contracts ensure that the core requirements are met universally by all public school systems. Thus, all children are required to attend some type of school (five or six days a week) between the ages of 6 and 16. If a student has very good (or very bad) ability, they can change schools. Graduation certificates from one state are recognized by all other states. Qualified teachers can apply for positions in any state.

A German preschool is known as a kindergarten (plural Kindergärten) or Kita, Kindertagesstätte (meaning "kindergarten"). Children between the ages of 2 and 6 attend Kindergärten. They are often run by city or town authorities, churches or registered societies, most of which follow a particular educational approach, such as Montessori or Reggio Emilia, or the well established forest kindergartens by the Berliner Bildungsprogramm. Kindergarten attendance is neither compulsory nor free, but may be partially or fully funded, depending on the local authority and parents' income. Kita all guardians or Kindergarten three-year ma Kindergarten attendance is neither compulsory nor free, but may be partially or fully funded, depending on the local authority and parents' income. All other caregivers or Kindergarten must have a three-year qualification or be under special supervision during the educational process.

Kindergärten may be open from 7:00 a.m. to 5:00 p.m. or longer, and for children between eight weeks and three years old, Kinderkrippe, meaning kindergarten, and for school-aged children between 6 and 10 years old, there are afternoon classes (often with primary school depends) can be. In addition to nurseries, there are daycare nurses (Tagesmutter, plural Tagesmütter - the formal, gender-neutral form Tagespflegeperson(en)) who work in private homes and usually look after only 3-5 children under the age of three, independent of any preschool. . These nurses are supported and supervised by local authorities.

During the German Empire, children could go directly to secondary education after attending a private, fee-paying Vorschule. It was another kind of elementary school. The Weimar Constitution banned them as an unreasonable privilege, and the Basic Law still contains a constitutional provision (Article 7).

Home education

Schulpflicht at Home Between Primary School and 18 (Compulsory Education) - Illegal in Germany. The illegality is related to putting the rights of children ahead of the rights of parents: children have the right to communicate with other children and adults who are not their parents, and parents cannot withdraw their children from sex education classes because the state has a right to the child's rights. the right to information is more important than a parent's desire to hide it.

Secondary education

After children finish primary education (age 10, 12 in Berlin and Brandenburg), there are five options for secondary school:

1. Gymnasium (grammar school) up to the 12th or 13th grade (as an Abitur exit exam, to enter the university);
2. Admission to Fachoberschule after tenth grade to twelfth grade (with Fachhochschulreife (between Abitur and Realschulzugang) as an exit exam). It is also possible to leave after 13th grade and get a subject-specific Abitur (if no foreign language has been studied other than English) or Abitur. (with European level B1 in second language);
3. Realschule up to tenth grade (with Mittlere Reife (Realschule) as exit exam);
4. Mittelschule (least academic, modernized Volksschule [primary school]) up to grade 9 (Hauptschulabschluss, high school leaving certificate and in some cases Mittlere Reife, High School Diploma Realschulabschluss as exit exam); some federal states do not have a Hauptschule, and students are instead enrolled in a Mittelschule or Regionale Schule.
5. Gesamtschule (general school)

Standard class in German primary school Carl-von-Ossietzky-Gymnasium (Bonn) [de] Choir in Bonn

After passing one of the above schools, students can start an apprenticeship at a Berufsschule. (vocational school). The Berufsschule usually attends two, three or three and a half year apprenticeships twice a week; the rest of the days are spent working in the company. It is designed to provide knowledge in theory and practice. The company must accept the apprentice under its apprenticeship scheme. The apprentice is then registered with the Industrie- und Handelskammer (IHK) (chamber of industry and commerce). During the apprenticeship, the apprentice is a part-time employee of the company. After passing the Berufsschule and the exit exams of the IHK, a certificate is issued and the young person is ready for a career up to the lower management level. In some sectors, schemes teach specific skills that are legally required (specific banking roles, paralegals).

Some special regions provide different ways. After studying at one of the above schools and obtaining a graduation certificate such as a Hauptschulabschluss, Mittlere Reife (or Realschulabschluss, from Realschule) or Abitur Gymnasium or Gesamtschule, school leavers can start their career with an apprenticeship at a Berufsschule (vocational school). Here, the student is registered with certain bodies, such as the German Bar Association (Deutsche Rechtsanwaltskammer, GBA) (Board of Directors). During the apprenticeship period, a young person is a part-time employee of an institution, bank, doctor's or lawyer's office. After leaving the Berufsfachschule and having passed the exit exams set by the German Bar Association or other relevant associations) There are three lesson blocks, each lesson lasting 45 minutes. After each block, a break of 15-20 minutes, then the same school from the sixth lesson (the number varies from year to year, so one can be until 4 o'clock). Nebenfächer (minor subjects) are taught twice a week; Hauptfächer (main subjects) are taught three times.

In grades 11–13, 11–12, or 12–13 (depending on the school system), each student takes two or three subjects (Leistungskurse) with five lessons per assigned week. Other subjects (Grundkurse) are taught three times a week.

Seminarfach is a quality course where every student will be ready to submit their research paper from the semester stage. The lesson aims to teach students the view of scientific research necessary at the university.

There are variations among the 16 states' alternatives to this basic template, such as Waldorfschulen.

Public and private schools

In Germany, the 7th German version of the Grundgesetz, Article 4, guarantees the right to establish private schools. The three articles belong to the first part of German law, which protects civil and human rights. The Grundgesetz guarantees this right. In the event of an emergency,

these opportunities may be suspended only as specified in the relevant article. This is not the case in three articles. These rights cannot be waived. This extraordinary protection of private schools was implemented to protect them from the phenomenon of Gleichschaltung.

Ersatzschulen are ordinary facilities or secondary schools run by private individuals, private organizations or religious establishments. The three schools offer the same school diplomas as in the states. However, Ersatzschulen, like their state-owned counterparts, are subject to state standards such as minimum qualification requirements and salary grades for teachers. An Ersatzschule must have at least the same academic standards as a public school and Grundgesetz format 7, paragraph 4 socio-economic status (written as Sonderungsverbot). For this reason, most Ersatzschulen have very low tuition fees compared to other Western European countries; scholarships are also often available. However, it is not possible to finance these schools with such low fees: the German Ersatzschulen are therefore subsidized by public funding.

For example, in the Program for International Students (PISA) socio-economic index, students from private schools scored lower than students from their own countries. However, caution should be exercised in interpreting this data: such students may not be underachieving because they attend private school, but they are attending private school because they are underachieving. Some private Realschulen and Gymnasien Real have less access to social requirements.

Special schools

A special school for children with special senses in Kötitz, Germany

Most German children attend a co-educational Förderschule or a Sonderschule (special school) that caters only to such children. There are several types of special schools in Germany, such as:

- Sonderschule für Lernbehinderte—a special school for children with learning disabilities
- Schule mit dem Förderschwerpunkt Geistige Entwicklung—a special school that catered to children who encountered very difficult products in learning.
- Förderschule Schwerpunkt emotionale und soziale Entwicklung—special school for children with special needs

Only one out of every 21 German children attends such a special school. The teachers of the three schools are qualified specialists who specialize in special needs education while studying at the university. Special schools often have very favorable student-teacher ratios compared to other schools. Special schools were designated. It is argued that special education excludes and discriminates against those who are disabled or otherwise. Some free children do not go to special schools, but attend a Hauptschule or Gesamtschule (secondary school) and/or rarely a Realschule or even a Gymnasium.

Afra is one of the few special schools that served only gifted children. There are very few special schools for gifted children. Since children's IQ is not tested in German schools, most intellectual children do not know that they belong to this class. The German psychologist Detlef H. Rost conducted a pioneering long-range study of gifted children called the Marburger Hochbegabtenprojekt. In 1987/1988, he tested 7,000 students in a standardized test of the German version of the Cattell Culture Fair III test. Those who scored at least two standard deviations from the mean were considered gifted. A total of 151 gifted subjects participated in the study along with 136 controls. Research

Some students attend private schools through social subsidies. This is often an individual or a child under study, such as a misfit student with special needs and special transportation.

Children who are placed in private schools do not have masters in public schools, having the socio-economic status of their parents. All participants were blinded to test whether they were capable or not. As a result of the study, it was found that gifted children studied very well at school. Many later attended Gymnasium and achieved good grades. However, 15 percent were classified as failing for Realschule (two cases) or Hauptschule (one case), repeated a grade (four

cases), or had grades that placed them in the bottom half of their class (the remaining cases). The report also concluded that most gifted people have high self-esteem and good psychological health. Rost says that he is not in favor of special schools for the gifted. Gifted children seemed to be well served by the existing German school system.

International schools

As of January 2015, the International Schools Council (ISC)[16] listed Germany as one of 164 international schools.[17] The ISC defines an “international school” in the following terms: “An ISC includes an international school if it delivers a curriculum wholly or partly in English to any combination of pre-school, primary or secondary students outside an English-speaking country. if a school in a country where English is one of the official languages offers a curriculum in English in addition to its national curriculum and is international in its focus”. [17] This definition is used by publications including The Economist.[18] In 1971, the first International Baccalaureate School was established in Germany.[19] Today, 70 schools offer one or more IB programs, including two that offer a new career-related IB program.

Summary.

Program for International Student Assessment (PISA), coordinated by the OECD, assesses the skills of 15-year-old students in OECD countries and a number of partner countries. The 2000 assessment showed serious deficiencies in the performance of German students. In the test of 41 countries, Germany ranked 21st in reading and 20th in math and science, prompting calls for reform.[21] Major newspapers published special sections on PISA results, which were also widely discussed on radio and television. In response, the German states developed a number of concrete initiatives to address the problems behind Germany's poor performance.

By 2006, German schoolchildren had improved their position compared to previous years, being (statistically) well above average in science skills (13th) and statistically average in math skills (20th) and reading skills (18th) were not significantly higher or lower than the indicator).[23][24] In 2012, Germany scored above average in all three areas in reading, mathematics, and science.

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