

Experiences In Organizing The Educational (Upbringing) Process In Foreign Pedagogical Research: The Cases Of China, Korea, And Japan

Rashidova Gulnoza Gulomovna

Associate Professor at Department of Psychology at Jizzakh Branch of the National University of Uzbekistan, Doctor of Philosophy (PhD) in Pedagogical Sciences, Uzbekistan

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Abstract: This article analyzes foreign pedagogical research on the organization of the educational and upbringing process in East Asian countries such as China, Korea, and Japan. It examines the methods used to instill moral, social, and cultural values in students within these countries' education systems.

Keywords: Upbringing, pedagogical experience, China, Korea, Japan, moral education, education system, international practice.

Introduction: The process of upbringing plays a crucial role in the formation of an individual's personality and in the development of their moral-ethical, social, and cultural capacities. This process functions as an institution of social significance not only at the individual level but also for society as a whole. Through upbringing, a society transmits its values, traditions, and moral norms from generation to generation, thereby creating a solid foundation for the future. Therefore, for every state, the effective organization of the upbringing process, the improvement of its content and essence, and the assurance of the spiritual maturity of the younger generation are among the priority directions of public policy. Today, in an era when the global community is experiencing rapid globalization and the swift development of information and communication technologies, education and upbringing systems are facing new challenges and transformations.

Traditional pedagogical approaches are being enriched with new innovations, modern methodologies, and information technologies, becoming more effective and comprehensive. In particular, the countries of East Asia—China, South Korea, and Japan—are achieving outstanding results on a global scale by harmonizing their distinctive historical and cultural heritage, strict social discipline, and innovative technologies in the field of education and upbringing. In these countries, upbringing is not confined to the learning process

alone; it is conducted as a broad, comprehensive approach aimed at shaping the moral-ethical development, civic stance, and social responsibility of young people. In China, the upbringing system is primarily based on Confucian philosophy, with great emphasis placed on family and societal values, human respect, good conduct, and discipline. The process of upbringing is carried out deeply and systematically not only in schools but also within the family. At the same time, in recent years China's education system has sought to develop students' individual abilities by introducing digital technologies and new pedagogical approaches.

In South Korea, the educational process is being elevated to a new stage through modern digital technologies—particularly artificial intelligence—and innovative textbooks. The Korean government allocates substantial resources to the development of a digital education system, striving to equip youth with skills in creative thinking, problem-solving, and inventive approaches [1]. In parallel, special programs are being developed to mitigate the social and health-related adverse effects of technologies.

Japan's education system, meanwhile, implements the upbringing process in strict adherence to its national curriculum while taking into account the cultural and historical characteristics of each region. In schools in cities such as Hiroshima, Nagasaki, and Okinawa, particular attention is devoted to themes of peace,

human rights, and national history. At the same time, students' moral norms, mutual respect within the community, and self-management skills are reinforced. Work is also underway to introduce new methodologies to address challenges in English language teaching.

China's education system has deep historical roots, with Confucian philosophy playing an important role in its formation. In this ancient moral-educational system, acquiring knowledge is regarded as a necessary means on the path to human perfection. The traditional Chinese education model is based on values such as discipline, diligence, respect for parents, and loyalty to society. Within the framework of state administration, a centralized education policy has ensured effective oversight of this system and governance based on common standards. However, since the beginning of the 21st century, due to the development of digital technologies, intensifying global competition, and the increasing complexity of social needs, the Chinese government has felt the need to introduce profound changes into the education system. Therefore, education has begun to be reinterpreted not only as academic knowledge, but as a means of shaping the individual in a holistic way. This process is being carried out on the basis of a strategic concept called "Great Education" [2].

"Great Education" approach: essence, philosophy, and methodological foundations

"Great Education" is the new paradigm of China's education system. In this approach, education is not limited to schools or higher education institutions; rather, it is understood as a complex socio-cultural process that unfolds across all periods and contexts of human life. This approach rests on the following key principles:

Integration of education with life

According to this principle, a learner studies not only at school, but also within the family, in society, in the workplace, and through personal experiences. The philosophy of "lifelong learning" views education as a path of continuous development. This, in turn, necessitates strengthening the integration among formal, informal, and non-formal forms of education in China.

Under the new model, the educational process is oriented not only toward imparting academic knowledge and skills, but also toward forming competencies such as: moral-ethical upbringing, emotional intelligence, aesthetic culture, physical health, and social adaptability. This makes it possible to cultivate a fully developed individual.

The education system is now aimed not only at delivering knowledge, but at responding to the dynamic needs of society. Young people are educated to become not only competitive specialists, but also socially responsible citizens. For this reason, topics such as civic education, information culture, social balance, and environmental awareness are being actively incorporated into curricula.

Digital transformation is profoundly reshaping the education system. In China, artificial intelligence, big data, digital assessment systems, and adaptive online platforms are being used to introduce individualized approaches to learners.

South Korea's education system is known as one of the most competitive and high-quality systems in the world. To ensure students achieve excellent results, the country continually focuses on modernizing education and introducing innovations. In particular, since 2009 an innovative schools system has been created, aimed at developing students' creative thinking abilities.

Innovative Schools System

Unlike traditional methods, innovative schools orient the educational process toward forming students' skills in independent thinking, problem-solving, and teamwork. Lessons in these schools are conducted interactively, instruction is project-based, and students have the opportunity to delve more deeply into various subjects according to their interests. This approach helps cultivate creative and innovative practices even within the highly competitive environment of Korea's education system.

Introduction of AI-Based Digital Textbooks (beginning in 2025)

Starting in 2025, the Korean government plans to introduce digital textbooks powered by artificial intelligence (AI) for students from age eight [3]. These textbooks will provide individually customized assignments aligned with students' proficiency levels and are intended to optimize the learning process.

Advantages of AI textbooks include:

Identifying each student's unique learning style and providing instructional materials tailored to it;

Making lessons more interactive and engaging, thereby increasing student motivation;

Helping teachers detect students' weak areas and allocate additional resources accordingly.

Critical Views and Concerns

However, this innovative initiative has been met with criticism from parents and some academic circles. Their main concerns are as follows [4]:

Excessive dependence on digital devices: Parents worry

that children will spend too much time on devices such as smartphones, tablets, and computers, which could negatively affect eye health, sleep patterns, and social relationships.

Social isolation: There is concern that digital learning may deprive children of opportunities to interact within the traditional school environment and with classmates.

Overreliance on technology: Some experts warn that heavy dependence on technology may limit students' independent thinking and creative abilities.

In addition, some scholars raise questions about the pedagogical effectiveness of AI tools in the educational process and their ethical aspects. Taking these concerns into account, the Korean government plans to introduce digital education gradually and to organize special training for parents, teachers, and students. Furthermore, clear time limits and healthy-use guidelines for technology are being developed.

Japan: Inter-School Differences and Upbringing

Japan's education system is renowned worldwide for its strict and uniformly implemented national curriculum. A single national course of study is followed in all schools, ensuring that students receive education of the same quality and level. At the same time, distinct differences can be observed in various regions of the country—especially in places where special attention is paid to historical events—such as the cities of Hiroshima, Nagasaki, and Okinawa [5].

Schools in Hiroshima and Nagasaki include in their curricula in-depth, specialized lessons on World War II and the atomic bomb. These are aimed at raising students' awareness of peace, human rights, and the devastating consequences of war. In these areas, educational processes place stronger emphasis on upbringing components, which serve to foster the social and moral development of the younger generation.

In Okinawa, greater attention is paid to teaching local history and culture. The unique traditions and historical events of the Okinawa region—particularly its experiences during World War II—constitute an important part of the school curriculum. This helps students develop a deeper understanding of both national and local culture.

Japan's education system prioritizes students' intellectual development. Subjects such as mathematics, science, and technology are taught at a high level, which is one of the key factors underpinning Japan's technological and economic success. Schools also place great emphasis on cultivating skills such as self-management, teamwork, and social responsibility.

In Japanese pedagogical methods, the upbringing process is organized on the principle of "Kodomo no tame ni" ("for the children"), which underscores that it is important not only to impart knowledge but also to instill social and moral values in children [6].

Critique of Language-Learning Methodology

At the same time, there are criticisms regarding the methodology of English language teaching in Japan's education system. Many experts and international evaluators note that Japanese students face difficulties in the practical use of English. In their view, methods for developing a communicative approach, interactive activities, and real conversational skills have not been sufficiently developed in the educational process. Moreover, in many Japanese schools, English is taught primarily through grammar rules and spelling, which leads to slow development of students' speaking and listening comprehension skills. In recent years, the government has been working to improve English instruction and to introduce new methodologies that teach the language more interactively to younger learners.

In Japan's educational process, not only knowledge but also moral and social upbringing holds a central place. Special attention is given to educating students in values such as diligence, respect, collaborative teamwork, and self-management. This system of upbringing helps maintain order and discipline within schools, strengthens community spirit, and fosters the social responsibility of young people.

CONCLUSION

The education systems of China, Korea, and Japan each have distinctive features and are developing in accordance with the needs of their respective societies. China is striving to expand education through the "Great Education" concept, while Korea is working to introduce innovative schools and AI technologies. Japan, for its part, is focusing on improving the upbringing process, taking inter-school differences into account. The experiences of these countries may prove useful for developing Uzbekistan's education system.

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