



Characteristics Of Teacher Status In Developed Countries

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Abstract: This article analyzes the status of teachers in developed countries and their social, legal, economic, and cultural support. Based on the experiences of different states, the article highlights the unique aspects of teachers' social prestige, professional rights and benefits, material support, and attitudes toward pedagogical work. In addition, it outlines ways to apply the experience of developed countries to enhance the status of teachers in our country.

Keywords: Teacher status, developed countries, social prestige, legal guarantees, pedagogical experience.

Introduction: Today, the education system is one of the most important factors in the development of society. In particular, the experience of developed countries shows that the higher the status of teachers in society, the more stable and effective the quality of education and the development of the country will be.

A teacher is not only a provider of knowledge, but also a key figure in educating individuals, shaping social values, and contributing to the spiritual upliftment of the nation. Therefore, strengthening the status of teachers in developed countries has been identified as one of the priorities of state policy.

The article analyzes the characteristics of the status of teachers in developed countries such as the USA, Finland, Japan, South Korea, and Germany and tries to summarize their national experiences.

METHOD

As the social relations and living conditions of members of society change, their perceptions, understandings, worldviews, and norms of etiquette and morality about the material world are also changing. Today, in the field of education, the culture of communication and

interaction between teachers and students is also changing based on new worldviews and democratic reforms being adopted in society.

The undoubtedly noble purpose of the teaching profession and its humanistic role in the life of every person allow us to speak of a highly valued status in terms of the value and content of labor. But how is it going?

Social aspects of teacher status in developed countries:

- In Finland, the teaching profession is recognized as one of the most prestigious. The process of training teachers here is carried out on the basis of a very strict selection. Trust in them is high in society, and the word of a teacher is the most reliable source.
- In Japan, the teacher has a high status not only as a teacher, but also as a spiritual educator. Respect for the teacher has risen to the level of a cultural tradition.

The answer from the state to the question of how to strengthen the status of teachers in society and make this profession attractive is to enshrine in the basic law the protection of the honor and dignity of teachers, their social and material well-being, and professional growth. A number of works have been carried out in developed countries.

Legal and economic guarantees

- In the US, teachers' labor rights are strongly protected by unions. They have the ability to independently defend their wages and conditions.
- Material support of teachers in South Korea is one of the main directions of state policy. Housing, social insurance, medical services are guaranteed for them.
- In Germany, teachers have the status of civil servants and have a long-term guaranteed salary and pension system.

Vocational training and professional development system

- In Finland, a master's degree is required to become a teacher. During the training process, great emphasis is placed on pedagogical practice.
- In the US and Canada, teachers must undergo regular professional development courses to ensure they are aware of pedagogical innovations.

Cultural foundations of teacher status strengthening

- In many developed countries, the teaching profession is held in high status not only by state policy, but also by public opinion.
- In Japan, the view that "the teacher is the teacher of the nation" is firmly established in the social

consciousness.

Conclusions and suggestions for Uzbekistan

- Introduction of a master's degree as a basic requirement in the teacher training system.
- Strengthening the material and moral stimulation of teacher's work.
- Conducting extensive media outreach to increase the social prestige of teachers.
- Establishing independent institutions that protect the professional rights of teachers based on world experience.

CONCLUSION

The experience of developed countries shows that the effectiveness of the education system and the level of development of the country are determined by the place occupied by the teacher in society. Therefore, in our country, raising the status of teachers ensures the spiritual development not only of the education sector, but also of the entire society. Therefore, it is an urgent task to study the experience of developed countries in depth and apply them in accordance with our national conditions.

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