

THE IMPORTANCE OF ALTERNATIVE SCHOOLS AND ALTERNATIVE EDUCATION

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ABSTRACT

When you hear the words "alternative education," what comes to mind? Alternative education is a popular term these days. More and more people are demanding a better system that works for their children rather than one that only wants to graduate small factory employees. After all, that was the foundation of the conventional educational approach. More industrial employees were needed during the Industrial Revolution, and what better way to accomplish it than to create educational institutions where future generations might learn how to be small obedient robots. It's a long cry from what we have presently in our classrooms. Even the most traditional institutions strive to provide a well-rounded education by giving opportunities in several directions, such as art, music, and athletics.

KEYWORDS: *Well-Rounded, "Alternative Education", Conventional*

INTRODUCTION

Alternative education is a new movement that encompasses a variety of educational methods. More and more alternative schools are emphasizing independence, the capacity to pick an assignment, complete it, and then return it to its original location for others to utilize, as well as the ability to think outside the box. It's fine to be creative, inventive, problem-solving, and successful in a society where not everyone thinks and learns the same way.

- It is just not logical to assume pupils who learn visually to take notes and read from a text.
- It is inequitable to force children who need to utilize their bodies to learn via trial and error.
- It is unjust to have pupils who enjoy discussing issues sit and remain mute.

We have so many cases of children being abandoned, and characterizing them negatively is unjust when there are so many other options [1].

Main Part

In this aspect, the alternative education system presents a novel learning approach. Students learn from one another rather than from teachers and instructors. They follow their own ideas, not what the teachers tell them. Alternative schools provide a fear-free environment for kids, which allows them to uncover their full potential in front of others. The value of self-assurance is

instilled in students. They start to have faith in themselves. Even children in the later grades perceive themselves on the same level as first graders when they attend alternative schools. Every youngster aspires to do something new in their lives. A relevant education also helps with a variety of life goals, including personal growth, social advancement, improved health, economic progress, national achievement, life goal planning, and knowledge of a variety of societal concerns [3].

Reasons for choosing an alternative school vary, depending on the child, who may:

- be unusually gifted or motivated
- have a special talent or interest, such as music or science, that cannot be further developed in the present school
- be an underachiever or failing and require more individualized attention
- have special needs due to a learning disability or medical condition
- be exhibiting behaviors such as substance abuse, inappropriate sexual activity, acting out, and oppositional defiance
- have engaged in petty criminal behaviors and is becoming more self-destructive
- have been diagnosed with emotional and/or psychological problems that require a more structured therapeutic environment [3].

Alternative school networks may be found all around the world. We'll go through some of the most well-known alternative schools in the section below.

Montessori schools (Lillard, 1996; Kahn, Dubble, and Pendleton, 1999; Seldin and Epstein, 2003) follow an educational philosophy and methodology that includes multi-age classes, student choice work in longer time blocks, collaborative environments with student mentors, lack of testing and grading, and individual and small-group instruction in academic and social skills. Many conventional schools across the world have now incorporated portions of the Montessori system, despite the fact that the program's name is not protected by copyright. Most Montessori-based schools, on the other hand, are part of worldwide and national networks like the International Montessori Council and the American Montessori Society [4].

Waldorf schools, also referred as **Steiner schools** (Petrash, 2002; Clouder and Rawson, 2003; Masters, 2005), are founded on the educational principles of philosopher Rudolf Steiner. Waldorf education is now taught in kindergartens and schools in 60 countries, making it, together with Montessori education, the most widely used alternative education system on the planet. Through the integration of practical, creative, and intellectual methods into the teaching of all topics, Waldorf education strives to grow children and adolescents into free, moral, and integrated persons.

Round Square Schools (Tacy, 2006) are based on Kurt Hahn's concept of experiential education, which believes that schools prepare students for life by exposing them to authentic learning situations such as work projects, community service, leadership training, international exchanges, and various forms of exploration and adventure in nature. There are now about 50 Round Square Schools (Tacy, 2006) on all five continents. In a supportive school community

atmosphere, all Round Square schools emphasize learning via activities to grow each student intellectually, physically, culturally, and spiritually through a process of self-contradiction and self-formation [4].

The concepts of autonomy and democracy are the foundations of **Free or Democratic Schools** (Lamb, 1995; Gribble, 1998). Summerhill, a residential school in southern England, was founded by Scottish educator A.S. Neil in 1921 and is the oldest democratic school in the world. Sudbury Valley School, a strongly democratic school in Massachusetts, acted as a model for many Democratic schools that came after it. Approximately 100 schools call themselves "free" or "democratic" schools throughout the world nowadays. Since 1993, a loose network of public schools has emerged. Although official rules regarding democratic or free school organizational principles would conflict with the independent spirit of schools, they share many characteristics: school decisions are made by a self-governing school body in which each student and teacher has one vote under a majority voting system.

At a time when most alternative education models are based on the 20th-century progressivist education movement, the Swiss Institut Beatenberg and the Canadian PROTIC serve as examples of 21st-century alternative education models based on constructivist theories of learning:

The Beatenberg Institute focuses on organizing students' self-efficacy and meta-cognition in order to establish the groundwork for lifelong learning. Under the supervision of teachers, students work individually or in small groups on self-designed learning projects. They use rubrics to evaluate their work and keep track of their progress and accomplishments in a portfolio. "Intensive Study Sessions" and "Special Study Days" are structured chances for small groups to build skills and knowledge.

In response to parental desire for modern, constructivist approaches of learning, **PROTIC, an alternative public school** in Quebec City, Canada, was formed. Through multidisciplinary learning projects facilitated by ICT, it coordinates the development of social, cognitive, and metacognitive abilities. Students address multidisciplinary issues in small groups through active inquiry, research and experimentation, complementing group effort, and outcomes presentation. Self- and peer-assessment with rubrics and portfolios encourages the development of metacognitive abilities, which are important for lifelong learning [4].

Alternative education techniques and schools are becoming increasingly important in our country. A large number of alternative educational organizations have been founded and are successfully operating. Below, we attempt to assess the educational approaches of some schools [5].

Temurbeks' schools, Arifs' Schools (Schools for Young Sages), "Why Much," and Presidential schools are all operating successfully and producing excellent outcomes.

- Temurbek schools aim to prepare future military members. These schools emphasize all of the information, skills, competences, physical, and mental fitness that leaders require [5].
- Arifs (Young Wise Schools) focus on language acquisition and creativity, as well as providing instruction in certain fields.
- "Why Much" refers to a group of preschool educational establishments. Their major job is to get kids ready for school.

- Presidential schools focus on STEAM education, with gifted students being identified and groomed to be great scientists, leaders, and leaders.

CONCLUSION

Where alternative education options combine personalised teaching with cooperative group learning in genuine, inquiry-based projects, students have access to a range of information sources and are assessed for deeper comprehension and further learning. Alternative schools are ahead of the curve in terms of education and can serve as valuable examples for the global regeneration of education [4].

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