



CHARACTERISTICS OF FOREIGN EXPERIENCE IN PROFESSIONAL EDUCATION DEVELOPMENT

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Annatation: The article outlines the prospects for the development of the professional education system. Based on the experience of foreign countries, the tasks of improvement were analyzed. Opinions and views on training young people in professions and launching project incubators in this regard, bringing new modern professions into practice in the conditions of the market economy were presented.

Key words: Professional education, educational standards, pedagogical technology, dual education.

In order to develop the professional education system in Uzbekistan, to introduce the mechanism of developing, applying and updating the professional standards of middle-level specialists and working professions, to create the material and technical, educational and methodological base necessary for the educational process, and to involve practitioners with high work experience in the educational process. Great attention is being paid to education programs developed on the basis of national professional and state education standards, which give students the right to engage in labor activities according to their profession and specialty, and ensure high-quality education and professional training.

According to the Decree of the President of the Republic of Uzbekistan "On additional measures to further improve the system of professional education" of September 6, 2019 No. PF-5812, a new system of primary, secondary and secondary special professional education and differentiated educational programs harmonized with the levels of the international standard classifier of education in the Republic of Uzbekistan a network of educational institutions was established. The establishment of a completely new system in Uzbekistan requires the study of foreign experiences in this regard and the establishment of extensive cooperation with foreign countries.

In the developed countries of the world, the problem of training an expert in all aspects is the main demand of today. Because the revolutionary changes taking place in the society cannot be implemented without changing the person himself. The dynamics of information development puts new high demands on education as a social institution. It is necessary to provide training, development and education of the person in a rapidly changing world, to form a holistic worldview and attitude, functional literacy and creative professional skills of specialists. Nowadays, when digital technologies have taken the leading place, it is necessary to update the educational system and content of education in developed countries. The old teaching methods and methods have become obsolete, and the need for methods and forms of education based on advanced pedagogical technologies has increased. In the introduction of new professional education, special attention is paid to the study of foreign experiences and the issue of cooperation with foreign countries.

The Korean experience. It is important to study the Korean experience in the development of professional education. The South Korean education system implements the global principle of education and science integration. In world practice, academic conglomerates, which include educational institutions and research institutes, are effectively operating. Such a merger serves as a clear basis for the integration of

science and education and provides an opportunity to conduct a unified scientific, technical and educational policy in the country. In the Republic of Korea, there are also high schools specially established by the Ministry of Education. They mainly specialize in agriculture, fisheries, industry, and international languages. High school is not as compulsory as high school. However, in all subsequent years, according to statistics, 97-98% of Korean youth have completed high school. For admission to "scientific" higher schools, foreign language and arts schools, it is required to pass more complex exams. Vocational colleges can be private or state-owned, these schools do not provide specialization, but prepare young people for the next level of education. Students who do not want to study in college can enter vocational schools. These universities specialize in technology, agriculture or finance. There are 600 vocational schools in South Korea. 45% of these schools train future owners, 23% train technicians. In the rest of the schools, seafaring and agricultural specialties are mastered. It is noteworthy that these schools are owned by enterprises. This is one of the requirements of South Korea's Law on Education.

The primary function of colleges in South Korea is to train skilled workers or white-collar workers. After graduating from college, a student can, in theory, immediately enter a university, while passing a special entrance exam, and study in another specialty. As a result of our small analysis of the introduction of the professional education system in South Korea, we can see that efforts aimed at the development of professional education in Uzbekistan are increasing day by day. The well-provided material supply of professional educational institutions, the fully equipped practical and laboratory rooms, the harmonious delivery of theoretical and practical knowledge will provide the basis for the training of mature specialists along with the improvement of the quality of education. The experience of the development of the educational system in countries such as Sweden, Great Britain, Germany, and Japan shows the need to combine the educational process and practice, which serves as the basis for quality training of qualified specialists.

It is known that professional education in Germany is not centralized, but it is built according to a certain standard. Since 1981, there are legal documents such as "On the Development of Professional Education" (which describes the regulatory tools in planning and statistics of professional education), "Law on the protection of youth labor", "Treaty on Vocational Education". The training process is completely consistent with the list of occupations, currently reduced from 600 (in 1971) to 380 occupations. The reduction in the number of professions occurred as a result of the merger with the training of specialists in similar fields of activity. It should be noted that the name of the professions, the totality of knowledge, skills and competencies necessary for students to master each profession, as well as the model curriculum and final certification requirements were developed and agreed upon together with the minister of a specific field. The developed documents are a legal basis and are binding. In addition, the state is trying to cover the costs of vocational training of the enterprise. After reviewing the various literature on dual education, we found that there are many benefits to this type of education. In the conditions of the dual system, education includes not only educational institutions, but also industrial enterprises, firms, and organizations. The programs of the dual education system combine theory and practice-tested know-how. The essence of the changes is that students receive education in two educational institutions at the same time: in universities and institutes - in the theoretical part, and in production - in a practical environment. The binary system, as a feature that distinguishes it from the traditional system, implies the exchange of theory and practice throughout the entire educational period, which leads to an increase in the efficiency of the application of acquired knowledge and skills. The dual education system is different from the vocational education system, most of the training week is devoted to practice at the enterprise, and a small part (1-2 days) is devoted to the university. The dual system is effective in social management and tourism management. In recent decades, due to the continuous improvement of the training of highly qualified specialists, the dual education system has become acceptable in the field of information technology. The practical experience of the introduction of the dual education system in Germany shows that many areas of training of future specialists are regulated by agreement between social partners, regions and the state. The training of specialists in a certain direction is based on the requirements of the personnel market, which allows to ensure professional mobility and competitiveness among young people. The term of study is up to 3 years. Apprentices who have completed practical training at the company receive a salary. The system is financed by the state and enterprises. The competence of the state includes training in this enterprise, and the

competence of the region includes training in a professional university.

Vocational education standards are developed in cooperation with labor representatives and other interested parties. This is done to facilitate flexible and effective entry into the labor market of the acquired profession/specialty, to help ensure professional development. The program of professional education is very flexible. Students can study courses in different ways and in different environments. For example, on-the-job training can be conducted at an educational institution or online. Students can take all or part of the course. Educational programs of professional education are created in accordance with the curriculum of a general education school. The curriculum consists of 120 credits: 20 credits of on-the-job training, 90 credits of core subjects and 10 credits of subjects of the student's choice. The main subjects are Finnish, Swedish, mathematics, physics and chemistry, social studies, business and labor market, physical and medical education, art and culture. The purpose of primary vocational education is to provide students with the knowledge and skills necessary to obtain professional qualifications, as well as the ability to engage in independent work.

In conclusion, it can be said that a number of effective works have been carried out in the development of professional education based on the study of foreign experiences. In particular, based on the German experience, dual education in 8 specialties was introduced in 62 professional educational institutions. In cooperation with Germany (German Sparkassenstiftung), 40 teachers and 100 students were trained with the participation of international experts on business organization. Teachers were trained according to these standards in Surkhandarya, Jizzakh, Tashkent, Syrdarya regions in cooperation with Worldskills Uzbekistan association. An important direction of improving professional education based on foreign experiences is the establishment of cooperative relations with foreign countries. Professors and specialists of the Institute of Pedagogical Innovations are carrying out certain activities on the attraction and implementation of foreign and national scientific and innovative projects and grants, as well as the provision of educational services on the basis of a contract. People's Friendship University of Russia (RUDN), Institute for the Development of Professional Education of the Russian Federation (IRPO), Institute of Professional Education of the Republic of Belarus (RIPO), Association of German Public Universities (DVV), German International Cooperation Society (GIZ), Sparkassenstiftung German International Cooperation Foundation, British "Pearson Education Limited" educational, publishing and evaluation service, Switzerland's "SustainableSkills", higher education institutions and organizations within the framework of the project, such as UNESCO, a number of works on the development of the professional education system were carried out on the basis of cooperation agreements.

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