

SPECIFIC CHARACTERISTICS OF THE EDUCATION SYSTEM OF FOREIGN COUNTRIES IN THE DEVELOPMENT OF PROFESSIONAL EDUCATION*Shaimova Farida Makhmudovna**Teacher of the Russian language at the Mirzachol District Polytechnic of Jizzakh region*

Abstract: The article outlines the prospects for the development of the professional education system. The tasks of improvement are analyzed based on the experience of foreign countries. The article presents ideas and views on training young people in professions and launching project incubators in this regard in our society, as well as introducing new modern professions into practice in the conditions of a market economy.

Keywords: Professional education, educational standards, pedagogical technology, dual education.

In order to develop the professional education system in Uzbekistan, great attention is paid to the introduction of a mechanism for the development, application and updating of professional standards for middle-level specialists and working professions, the creation of the necessary material and technical, educational and methodological base for the educational process, the involvement of practicing specialists with extensive work experience in the educational process, and the provision of education according to educational programs developed on the basis of National Professional and State Educational Standards, which give students the right to engage in labor activities in their profession and specialty, and ensure high-quality education and professional training.

By the Decree of the President of the Republic of Uzbekistan No. PF-5812 dated September 6, 2019 "On additional measures to further improve the professional education system", a network of educational institutions was established in the Republic of Uzbekistan, where a new primary, secondary and secondary specialized professional education system and differentiated educational programs will be introduced, harmonized with the levels of the International Standard Classifier of Education. The creation of a completely new system in Uzbekistan requires the study of foreign experience in this regard and the establishment of wide cooperation with foreign countries.

The problem of training a fully developed specialist in the developed countries of the world is the main requirement of the present day. Because the revolutionary changes taking place in society cannot be implemented without changing the person himself. The dynamics of information development imposes new high requirements on education as a social institution. It is necessary to ensure the training, development and upbringing of a person in a rapidly changing world, to form a holistic worldview and attitude, functional literacy and creative professional skills of specialists. In today's developed countries, where digital technologies have taken a leading position, it has become necessary to update the education system and the content of education. The old teaching methods and techniques are becoming obsolete, and the need for methods and forms of education based on advanced pedagogical technologies is increasing. In the implementation of new professional education, special attention is paid to the study of foreign experience and cooperation with foreign countries.

Korean experience. It is important to study the Korean experience in the development of vocational education. The South Korean education system implements the global principle of integration of education and science. In world practice, academic conglomerates, which include

educational institutions and research institutes, are operating effectively. Such a merger serves as a clear basis for the integration of science and education and makes it possible to conduct a single scientific and technical and educational policy in the country. In the Republic of Korea, there are also special higher education institutions organized by the Ministry of Education. They specialize mainly in agriculture, fisheries, industry, and international languages. Higher education is not compulsory, like secondary education. However, according to statistical data, in all recent years, 97-98% of Korean youth have graduated from high school. To enter "scientific" higher education institutions, foreign language schools, and art schools, it is necessary to pass rather complex exams. Vocational colleges can be private or state-owned; these schools do not provide specialization, but prepare young people for the next stage of education. Students who do not want to study at a college can enroll in vocational schools. These schools specialize in technology, agriculture, or finance. There are 600 vocational schools in South Korea. 45% of these schools train future business owners, 23% train technical professionals. The remaining schools teach maritime and agricultural specialties. It is noteworthy that these schools are sponsored by enterprises. This is one of the requirements of the South Korean Law "On Education".

The main task of colleges in South Korea is to train qualified workers or employees of related departments. After graduating from college, a student can theoretically immediately enter a university, and at the same time, having passed a special entrance exam, enter a different specialty. As a result of our small analysis of the introduction of the vocational education system in South Korea, we can see that efforts to develop vocational education in Uzbekistan are increasing day by day. The good material provision of vocational education institutions, the full equipment of practical and laboratory rooms, the coordinated implementation of theoretical and practical knowledge, along with the improvement of the quality of education, are the basis for the training of qualified specialists. The experience of developing the education system in countries such as Sweden, Great Britain, Germany, and Japan indicates the need to integrate the educational process and practice, which serves as the basis for the high-quality training of qualified specialists. As is known, although vocational education in Germany is not centralized, it is built according to a certain standard. Since 1981, there have been such legislative acts as the "On the Development of Vocational Education" (describing the regulatory tools for planning and statistics of vocational education), the "On Labor Protection of Youth", and the "Agreement on Vocational Education". The training process fully corresponds to the list of occupations, which has currently been reduced from 600 (in 1971) to 380 professions. The reduction in the number of professions occurred as a result of the merger of training specialists in similar fields of activity. It should be emphasized that the names of professions, the generality of knowledge, skills and qualifications required for students to master each profession, as well as the standard curriculum and final certification requirements were developed and agreed upon jointly with the minister of a particular field. The developed documents are a legal basis and are mandatory. In addition, the state is trying to cover the costs of vocational training at the enterprise. After studying various literature on dual education, we found that such education has many beneficial aspects. In the conditions of the dual system, education includes not only educational institutions, but also industrial enterprises, firms, organizations. The programs of the dual education system combine "know-how" tested by theory and practice. The essence of the changes is that students receive education simultaneously in two educational institutions: in universities and institutes - in the theoretical part, and in production - in a practical environment. The dual system, as a distinctive feature from the traditional system, involves the exchange of theory and practice throughout the

entire period of study, which leads to an increase in the effectiveness of the application of acquired knowledge and skills. The dual education system differs from the vocational education system in that most of the training week is devoted to practice at the enterprise, and a small part (1-2 days) is devoted to university. The dual education system is also used in technical and socio-economic sectors, construction, and engineering. The dual system is effective in social management, tourism management. Due to the constant improvement of the training of highly qualified specialists in recent decades, the dual education system has become popular in the field of information technology. Practical experience in implementing the dual education system in Germany shows that many areas of training future specialists are regulated by agreement between social partners, regions, and the state. The training of specialists in a particular field is based on the requirements of the labor market, which allows young people to ensure professional mobility and competitiveness. The duration of study is set at up to 3 years. Students who have undergone practical training at the enterprise 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 collaboration with representatives of the labor market and other stakeholders. This is done to help the acquired profession enter the labor market flexibly and effectively, and to ensure professional development. The vocational education program is very flexible. Students can study courses in different ways and in different settings. For example, on-the-job training can be conducted in an educational institution or online. Students can take the entire course or part of it. Vocational education curricula are structured in accordance with the general education school curriculum. The curriculum consists of 120 credits: 20 credits for on-the-job training, 90 for core subjects and 10 credits for subjects chosen by the student. The core subjects are Finnish, Swedish, mathematics, physics and chemistry, social studies, business and labor market, physical and health education, art and culture. The goal of initial vocational education is to form in students the knowledge and skills necessary for obtaining professional qualifications, as well as the ability to engage in independent work.

In conclusion, a number of effective works have been carried out in the development of vocational education based on the study of foreign experience. In particular, dual education in 8 specialties was introduced in 62 vocational educational institutions based on the experience of Germany. In cooperation with Germany (German Sparkassenstiftung), 40 teachers and 100 students were trained with the participation of international experts on organizing a business. In cooperation with the Worldskills Uzbekistan association, teachers were trained according to these standards in Surkhandarya, Jizzakh, Tashkent, and Syrdarya regions. An important direction for improving vocational education based on foreign experience is the establishment of cooperative relations with foreign countries. Professors, teachers and specialists of the Institute of Pedagogical Innovations are carrying out certain work on attracting and implementing foreign and national scientific and innovative projects and grants, and providing educational services on a contractual basis. A number of works on the development of the professional education system were carried out on the basis of cooperation agreements signed with higher education institutions and organizations within the project, such as the Peoples' Friendship University of Russia (RUDN), the Institute for the Development of Professional Education of the Russian Federation (IRPO), the Institute of Professional Education of the Republic of Belarus (RIPO), the Association of German Volksuniversities (DVV), the German Society for International Cooperation (GIZ), the German Foundation for International Cooperation "Sparkassenstiftung",

the British educational, publishing and assessment service "Pearson Education Limited", the Swiss "SustainableSkills", UNESCO.

References:

1. Ўзбекистон Республикаси Президентининг Малакаларни баҳолаш тизимини тубдан такомиллаштириш ва меҳнат бозорини малакали кадрлар билан таъминлаш чоратадбирлари тўғрисида 2020 йил 31 декабрдаги ПҚ-4939-сон қарори.
2. Ўзбекистон Республикаси Президентининг “Профessional таълим тизимини янада такомиллаштиришга доир қўшимча чора-тадбирлар тўғрисида”ги 2019 йил 6 сентябрдаги ПФ-5812-сон Фармони.
3. Шавкат Мирзиёев. Янги Ўзбекистон стратегияси. – Тошкент: “Ўзбекистон” нашриёти, 2021.464 бет.
4. Вазирлар Маҳкамасининг “Профessional таълим тизимида дуал таълимни ташкил этиш чора-тадбирлари ҳақида” 2021 йил 29 мартдаги 163-сон Қарори.