

From Global Educational Experiences in the Development of National Education Methods of Use

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ABSTRACT

This article describes in detail the necessary methods of using global educational experience in the development and progress of the national education system on the basis of the decrees and decrees of the President. Also, large-scale reforms in the national education system in recent years: the establishment of a new vocational education system, for the first time since the current academic year, entrepreneurship-oriented curricula in vocational education institutions to be introduced as an experimental test. along with the creation and implementation of curricula based on a competency-based approach from the new academic year, there was a detailed discussion of the achievements and shortcomings of Distance Education.

KEYWORDS: national education system, mission, vocational education, competency approach, consortium, franchising, remote audience, project, distance learning

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INTRODUCTION

The formation of knowledge and science is directly related to the education system. The effectiveness of the education system is directly ensured by the level of teachers, the needs of students, the content of textbooks and the infrastructure for the formation of independent learning. Thus, the training of advanced personnel, increasing their competitiveness in accordance with the requirements of the labor market, the development of creative thinking professionals are closely linked with the process of education in educational institutions.

LITERATURE ANALYSIS AND METHODOLOGY

The Decree of the President "On approval of the Strategy of innovative development of the Republic of Uzbekistan in 2019-2021" states that the rapid development of all spheres of society and state life based on innovative ideas, developments and technologies"[1].

The action strategy sets tasks to ensure the balance of the labor market and the development of

infrastructure, to create conditions for the full realization of labor and entrepreneurial activity of the able-bodied population, to improve the quality of labor, to expand the system of vocational training.

On this basis, against the background of large-scale reforms in the country, the economy of Uzbekistan has grown significantly, there have been significant structural changes in terms of scale and quality.

DISCUSSION

Modern innovative technologies are rapidly entering all sectors of the economy. Intensive technologies are being introduced in industry, agriculture, transport and services, providing high value, high productivity, productivity and economy, and a wide range of modern innovations in manufacturing. These processes attract billions of dollars of foreign investment and create thousands of new technological jobs.

In 2019 alone, a total of 220.7 trillion soums of investments were disbursed from all sources of

financing, of which the volume of investments in fixed assets amounted to 189.9 trillion soums, which is 1.3 times more than in 2018. These projects highlight the need for a new generation of highly qualified professionals in the near future.

At the same time, the requirements of the international labor market, the acceleration of integration processes, digitalization, the training of competitive mid-level specialists with modern skills and abilities in the era of technological revolutions in industry, a new system in vocational education - As a result, the state policy in the field of vocational education has changed radically.

The President set the goals and priorities of radical reforms in the field and the establishment of a modern vocational education system, in short, a new mission of the industry.

The essence of this mission is to develop human resources in a new quality and format, to form in young people the practical skills required by the domestic and foreign labor markets, to increase their love for the Motherland and loyalty to the people.

Thus, the system has the following tasks:

- training of mid-level personnel who can make a worthy contribution to economic development by regions and industries;
- educating young people to ensure their well-being through skilled labor;
- to develop a methodology for the formation of competencies such as innovative and creative approach to their work, the development of creativity, intellectual, cultural and spiritual potential.

To this end, the Presidential Decree "On additional measures to further improve the system of vocational education" was adopted on September 6, 2019[2].

This Decree was the basis for the establishment of a new system of vocational education in the history of Uzbekistan. Vocational schools, colleges and technical schools will be established"he said[3].

The best practices of developed countries were studied in cooperation with 14 international organizations to ensure that the new system fully complies with international standards.

More than 200 leading international experts from Germany, Switzerland, Korea, Turkey and China, as well as a number of foreign countries and organizations such as UNESCO, British Council, German International Cooperation Agency, Asian Development Bank, European Education Fund, Turkish Cooperation Agency, China University

Association were involved. and weighty conclusions were drawn from them.

As a result of the reform of the content, quantity and quality of education, educational programs, technologies in the new vocational education institutions, the following structural changes have taken place:

First, in the 2020/2021 academic year, the vocational education system will have a total of 725 educational institutions across the country, including 339 vocational schools, 200 colleges and 186 technical schools.

Category 1 - Vocational schools provide primary vocational education to 9th grade graduates on the basis of a 2-year curriculum that complies with Level 3 of the International Standard Classification of Education.

Vocational schools prioritize training in more than 200 occupations that play an important role in our economy, such as family business, gardening, construction, services, animal husbandry, poultry, beekeeping, and fishing.

As part of the fight against poverty, children from low-income families, first of all, develop knowledge, skills and competencies that will lead them to entrepreneurship, business and, ultimately, income.

Category 2 - secondary vocational education specialists are trained in colleges on the basis of educational programs for up to 2 years, depending on the level of complexity of professions, corresponding to the 4th level of the International Standard Classification of Education.

These colleges, which operate under the auspices of ministries, agencies and organizations and train specialists for specific jobs in the field, admit 11th grade graduates.

In colleges, the principles of "dual" education, which have worked well in the German experience, are introduced: students receive theoretical knowledge in college on certain days of the week, and on other days in the future under the guidance of a master attached to the enterprise. internship at the workplace.

Category 3 - on the basis of educational programs for at least 2 years in full-time, part-time and part-time education, integrated with undergraduate education, corresponding to the 5th level of the International Standard Classification of Education in technical schools young people who have graduated from the class are taught.

After 2 years of study, graduates can be admitted to the higher education institution on the basis of an

interview based on their profession.

The system will help increase the enrollment rate of a large number of high school graduates to 50-60% in the near future.

Second, a national qualification system has been developed to adapt staff qualifications to the requirements of the international labor market. For the first time in Uzbekistan, the National Qualifications Framework, sectoral qualification frameworks, professional standards for professions and specialties, as well as differentiated educational standards and programs are being approved and implemented.

Third, the timing of the training has changed. In particular, the standard of the same pattern for the previous 3 years was completely abandoned. Depending on the complexity of the specialties, differentiated training periods have been introduced. In addition, our young people who graduated from vocational education institutions were given the opportunity to continue their higher education in the future and to improve their skills throughout their lives.

Fourth, curricula and forms of education have changed. New vocational training programs will now be introduced that are in line with the International Standard Classification of Education (ISCE) levels and adapt to the needs of the labor market.

In turn, the system of training of workers and mid-level specialists is completely separated from each other and is based on separate curricula and programs.

Full-time, part-time and part-time education for up to 2 years will be introduced. For example, at least 2 years of international associate degree programs integrated with undergraduate programs of higher education will be implemented.

Upon completion of the training program, graduates will receive a certificate, diploma and diploma with a grade.

Fifth, educational technology will change. In this case, as mentioned above, first of all, the principles of "dual" education, which have worked well in the German experience, will be introduced.

In order to ensure the quality and effectiveness of vocational education, curricula based on a competency-based approach have been developed to teach students to apply the knowledge, skills and competencies they have acquired in their daily lives, and implementation will begin in the new academic year.

On the basis of professional educational institutions will be introduced training in modern agricultural technologies, the establishment of "simulation centers".

Another important aspect is the further development of greenhouses, animal husbandry, beekeeping, fishing, rabbit breeding, poultry farming, horticulture, lemon growing, vegetable growing with the involvement of students, based on the capabilities of vocational education institutions and vocational training centers., entrepreneurship and small business sectors will be established in the production and service sectors.

Sixth, starting from the 2020-2021 academic year, colleges and technical schools will independently develop and implement science (module) and internship programs with employers, taking into account the characteristics of the labor market, the technological processes of employers. This means that mid-level professionals will now be trained in accordance with the qualification requirements set by the employer for a specific job in advance, and will be placed in the same job in the future.

Also, for the first time in Uzbekistan, starting this academic year, entrepreneurship-oriented curricula will be introduced in vocational schools as a pilot project.

Seventh, based on the words of the head of state "Without innovation, there will be no competition, no development in any field," the innovative development of the system of vocational education, training and retraining of teachers in the Institute of Innovative Environment, a new space has been created.

Training courses based on innovative approaches are organized to prepare employees of the system for the implementation of reforms, to develop knowledge, consciousness and thinking. In this new environment, among the directors and deputy directors of educational institutions, there is a reserve of personnel who understand the essence of strategy, innovation and digitalization, are able to ensure the implementation of reforms, change consciousness, a strong Methodist teacher database, portfolio bank being created.

18 new training modules have been introduced. There is a transition from the principles of pedagogy to the principles of androgyny.

17 presentations on innovative development of education were prepared and presented to the trainees. More than 200 new e-learning resources have been visualized and digitized.

This environment has the necessary conditions for reading, understanding, thinking, creating, stimulating new ideas, creativity and initiative.

Eighth, Uzbekistan has joined and joined the WorldSkills international movement in order to bring its education system in line with international standards and increase the prestige and attractiveness of working professions.

Currently, measures are being taken to further develop the activities of the WorldSkills Association of Uzbekistan.

Cooperation with this organization is important for our youth to develop modern professional skills and competencies and compete with their peers in the international labor market.

Another big change. Emphasis is placed on the formation of "soft" competencies, which are interpreted today as the competencies of the XXI century around the world.

In this regard, a number of authoritative foreign research centers, including the 10 most important competencies for 2020 presented by the World Economic Forum, priority base competencies for Europe, Dublin descriptors within European standards, priority base competencies for Russia with in-depth analysis of our national mentality and an appropriate competency approach is introduced.

Distance learning (DL) is a type of education that uses information technology because the teacher and the student are separated by distance or time.

There are several models of this type of education, which differ in the circumstances that led to the organization of distance learning: geographical reasons (country area, the presence of geographically remote regions), the level of computerization and informatization of the country, the level of transport and communications, availability of specialists for distance learning, the level of use of information and communication technologies in education, the country's educational habits.

Primary model. This model is designed to work only with remote students. Each of them is attached to a virtual teacher. There should be regional offices for consultations and final inspections. In such training courses, teachers and students are given great opportunities and freedoms in choosing the form and form of education.

An example of this model is education at the Open University in the UK[4].

Secondary model. This model is designed to work with distance and full-time students. Both groups

have the same curriculum and schedule, exams and assessment criteria. The number of full-time courses in such educational institutions is higher than in remote ones. These distance learning courses are used in the search for new directions in pedagogy and methodology.

An example of this model is education at the University of New England and Australia [5].

Aralashgan model. Ushbu model masofaviy va kunduzgi ta'lim turlarini integratsiyalashtirish uchun yaratiladi. O'quvchilar o'quv kursning bir qismini kunduzgi, boshqa qismini esa masofadan o'qiydi. Shu bilan birga bu ta'lim turiga virtual seminar, prezentatsiyalar va leksiylar o'tkazish ham kiradi.

An example of this model is education at Massey University in New Zealand [6].

Consortium. This model requires that two universities merge with each other. One of these institutions organizes the training courses and provides the work, while the other approves them and provides the courses to the students. At the same time, not only the whole university, but also enterprises working in the field of education instead of one department or center or university can take part in this process. In this model, it is necessary to constantly monitor the training courses and check the copyright.

An example of this model is education at the Open Education Agency in Canada [7].

Franchising. In this model, the two universities exchange courses with each other. A leading educational institution in the field of distance education offers its courses to the institution that is taking the first step in this field. In this model, students of both institutions receive the same education and diplomas.

An example of this model is the partnership with the Open University School of Business and Eastern European Universities.

Validation. This model is similar to the relationship with the university and its affiliates. In this model, one university guarantees courses and diplomas, while several other universities provide students.

Distant audiences. In this model, information and communication capabilities are widely used. Training courses held at one educational institution are transmitted to other audiences in the form of synchronous television through videoconferencing, radio broadcasts and telecommunication channels. The difference with the mixed model is that in this model students do not participate in full-time education.

Examples of this model are education at the University of Wisconsin in the United States and the Central University of Radio and Television in China.

Projects. This model is created to implement programs for government or research purposes. The main work falls on the scientific-methodical center, which brings together distance education specialists and teachers. The courses created in this model will be shown to a large part of the population and will be discontinued after the Facebook task is completed. Examples of this model include various courses on agriculture, taxation, and ecology in less developed countries in Africa, Asia, and Latin America.

Advantages and disadvantages of distance learning. Distance education has methodological, economic, social advantages and advantages, as well as disadvantages and disadvantages.

All this requires addressing the most pressing issues, such as improving the infrastructure of the material and technical base of educational institutions, including the provision of fiber-optic communication, high-speed Internet traffic.

The gradual implementation of these tasks will ensure a positive solution to the issues of economic development, poverty reduction, finding a worthy place in the lives of young people and women, and ultimately improving the welfare of our people.

CONCLUSION

Instead, we can say that in today's society, one of the broadest areas of human activity is education. The social role of education has increased in recent years, and attitudes toward all forms of education have changed in most parts of the world. Education is seen as a key driver of social and economic development. The reason for such attention is that the most important value and the main asset of modern society is a person who is able to seek, acquire new knowledge and make non-standard decisions. Therefore, education plays a crucial role in the

development of the individual and society today.

In the context of globalization and increasing competition in the world economy, it is necessary for a person to receive lifelong learning, not lifelong learning.

According to Harve Green, the education system is not a customer service, but the quality of education can be radically changed by the lack and sluggishness of some students in their education.

In today's rapidly changing world, the level of knowledge and outlook of the population is crucial to achieving the status of a developed state. This requires the proper competencies of the education system in the country, the teaching of vital professions and advanced knowledge to young people in a combination of personal, moral and civic qualities.

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