

Continuous Professional Education System

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Abstract: In this scientific article, it is stated that the demand for the currently developing industries and services is increasing day by day, the demand for vocational education is increasing as a result of the change in people's worldview, the need for vocational education is growing, the specialists in various fields who are in vocational education institutions serve the population through their services, the population The work being done for economic development is highlighted, as well as the task of forming a new network of vocational education institutions.

Keywords: Professional education, specialist, full-time, evening, correspondence education, training, credit-module system, student.



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INTRODUCTION

Today, a great thing is being done in all industries and industries. New enterprises and social infrastructure are being developed in the regions. There are still big plans and goals ahead.

All this increases the demand for qualified specialists. Because the development of each industry and the implementation of projects depends on mature personnel.

In subsequent years, the education system has been modernized, modern forms and technologies of training are introduced. New educational institutions, including foreign ones, are being created in the regions, and conditions are being created for the training of in-demand specialists.

At the meeting, the issues of establishing an effective system of training personnel for mid-level specialists and working professions were discussed.

On the basis of colleges, the task was to form a new network of professional educational institutions. In these institutions, personnel are trained on the basis of primary, secondary and secondary specialized professional education programs. The training period varies depending on the complexity of the necessary knowledge, qualifications and skills.

Prior to the introduction of this system, it was noted that it is necessary to develop its methodology, retrain and improve the qualifications of teachers and masters of production in accordance with international requirements. Instructions were given to make proposals to attract and encourage young people to the profession.

On July 15, 2019, the President of the Republic of Uzbekistan Shavkat Mirziyoyev also touched upon the issue of harmonizing the new vocational education system with the requirements of the labor market during the meeting on further improvement of the continuous vocational education system.

At a time when there is unemployment on the ground, it was noted that there is a great need for specialists in working professions. For example, there is a shortage of 46,000 specialists in light industry, 104,000 in construction, 71,000 in metalworking, and 67,000 in services. This is a consequence of the lack of dialogue and close cooperation between education and production.

In this regard, it was noted that the main criterion for the activities of educational institutions should be the employment of a graduate or starting his own business.

BASIC SECTION

On September 6, 2019, the Decree of the President of the Republic of Uzbekistan "On additional measures to further improve the vocational education system", in order to ensure the implementation of this important document, the Resolution of the Cabinet of Ministers "On approval of regulatory legal acts regulating the system of continuous primary, secondary and secondary specialized vocational education in the Republic of Uzbekistan" was adopted, and vocational education The procedures for organization and implementation were determined.

A number of works are being carried out on the implementation of these documents adopted in order to improve the vocational education system on the basis of international experience, train qualified and competitive personnel for the labor market through the introduction of primary, secondary and secondary special professional education stages, and to attract employers to this process.

First of all, it should be noted that over the past years, the incompatibility of vocational training programs in the country with the levels of the International Standard Classification of Education (ISCO) adopted by the UNESCO organization, the lack of full implementation of the National Qualification System of Uzbekistan prevented the training personnel from taking a worthy place in the labor market. In order to eliminate such problems, a continuous system of primary, secondary and secondary special vocational education was founded.

In vocational schools, full-time education is provided on the basis of two-year general education and integrated programs of specialized subjects in groups formed at the expense of graduates of the 9th grade on the basis of educational programs corresponding to the 3rd level of the International classification, and graduates are awarded a diploma that allows them to continue their studies in higher educational institutions.

Persons who have completed educational programs corresponding to at least the 3rd level of the international classification on the basis of educational programs corresponding to the 4th level of the International classification, who have at least general secondary education on the basis of the principle "Lifelong learning", depending on the complexity of professions and specialties, receive education in full-time, evening and part-time forms of education for up to two years, on the basis of a paid contract or a state grant on the basis of a state request It is possible.

In technical schools, personnel are trained on the basis of educational programs corresponding to level 5 of the International classification and integrated with the higher education system. Depending on the complexity of professions and specialties, the training of students is carried out for at least two years in full-time, evening and part-time forms of education, on the basis of a contract or on the basis of a state grant by request. Graduates of secondary special education programs will have the right to continue their studies in higher educational institutions from the 2nd year in a one-on-one interview without entrance exams in the areas of undergraduate education.

In vocational education institutions, according to the rule, the filling of groups is limited to no less than 12 and no more than 30 students. If necessary, the number of students in the group may be less than 12 people, depending on the reimbursement of training costs in professions and specialties on the basis of customer proposals.

As we have already noted, the Regulation emphasizes vocational training - the prospects for the development of the economy and the real need for personnel, training of individuals on the basis of employers' proposals. Naturally, new insights into the field have emerged. If we dwell on this in more detail, we can admit the following.

The Charter explains a number of concepts related to vocational education. In particular, new concepts such as vocational education, vocational competence, professional standard, differentiated education program, dual system of training have been introduced into our activities. Some of them need to be mentioned. Professional competence is the ability to perform tasks related to professional activities on the basis of knowledge, skills and practical experience. A professional standard is the qualification requirements necessary for an employee to perform a certain type of professional activity, including a specific job function. The dual system of teaching also involves a process that is new to us. It is a type of training, in which the theoretical part of education is organized in an educational institution and the practical part is in the workplace, and it is known to all of us that this system has had positive results in European countries. In the dual system of training, the ground is created for the professional learner to perfectly acquire both theoretical and practical knowledge at the same time, to become a personnel in accordance with the requirements of the employer. Learning international experience in training on the basis of differentiated types of training, a credit-modular system of vocational training processes will be gradually introduced. Credit-module system - a system for organizing the learning process of mastering the curriculum, which systematically assesses the knowledge, skills and competencies of learners by monitoring the learning outcomes and final control of the module, based on the compilation of the structure of each training module.

Previously, the requirements of a stable economy were not taken into account in the training, and the professional student was chosen with a one-sided approach. Today's demand, of course, has changed radically.

training of qualified specialists necessary for sectors and sectors of the economy, taking into account the real need for personnel based on the requirements and proposals of employers, and meeting the requirements of society for professions and specialties, training of personnel with practical skills in the introduction of modern information and communication technologies in labor activities, the development of cooperation with local and international educational institutions, modern The main purpose of vocational education is to attract qualified foreign specialists to jointly implement innovative educational projects. This will serve to reduce the unemployment rate in the country, ensure the continuity of jobs, and train experienced personnel in the labor market.

Professional educational institutions operate taking into account the demographic, socio-economic and geographical conditions of the regions, the demand of the labor market for specialists in the relevant fields, the need for personnel of interested ministries and departments, and training on the basis of educational programs integrated with the higher education system.

Social guarantees, support and benefits for students and staff of vocational educational institutions are established on the basis of the legislation and the charter of the vocational education institution. In addition, full-time, correspondence and evening forms of education are introduced in colleges and technical schools.

Directly or indirectly (through citizens' self-government bodies and non-governmental non-profit organizations) in the discussion and resolution of issues related to the activities of the educational

institution, appealing in the prescribed manner against orders of the administration of professional educational institutions, applying for work in the workplace recommended by employers, continuing education in relevant areas of higher education For the purpose of this purpose, their rights such as participation in interviews are established.

Students can also enjoy the rights established by the secondary vocational education program, the charter of a vocational education institution, as well as other legislation.

Professional educational institutions on the basis of the legislation of the Republic of Uzbekistan and international treaties of the Republic of Uzbekistan have the right to implement international cooperation in educational, scientific and other fields of activity. International cooperation between educational institutions can also be realized on the basis of contracts with foreign individuals and legal entities. Along with the establishment in the prescribed manner of joint departments (faculties) in cooperation with educational institutions of foreign countries, professional educational institutions have the right to conduct foreign economic activities in accordance with the legislation of the Republic of Uzbekistan.

In accordance with the established procedure, employees of professional educational institutions can be involved in advanced training and retraining courses abroad within the framework of international cooperation. It is expedient that professional educational institutions organize professional orientation events among citizens of foreign countries in the prescribed manner for the organization and development of educational services to citizens of foreign countries.

Methods

This research examines the implementation of a continuous vocational education system in Uzbekistan by analyzing official documents, government decrees, and strategies for vocational education reform. The study uses a qualitative approach, reviewing relevant legal acts such as the Decree of the President of Uzbekistan and Cabinet of Ministers' resolutions. Data is collected from policy documents, interviews with educators and vocational training institutions, and analysis of existing vocational education practices in Uzbekistan.

Results

The introduction of a continuous vocational education system has led to the establishment of a clear structure for primary, secondary, and specialized vocational education. Over the past years, significant improvements have been made in the alignment of Uzbekistan's education system with international standards. The introduction of dual education, credit-modular systems, and the development of new training programs in partnership with employers have enhanced the quality of vocational education. These reforms have resulted in better-trained specialists, with more students graduating in fields that align with the needs of the labor market. Furthermore, the demand for skilled workers in key sectors like construction, light industry, and services has been partially addressed.

Discussion

The implementation of a continuous vocational education system in Uzbekistan has brought positive changes, particularly in terms of aligning educational outcomes with labor market demands. However, challenges remain in fully integrating dual education systems and ensuring the sustainability of employer partnerships. The introduction of new teaching methods, such as the credit-modular system, has shown promising results but requires further refinement to meet international standards. Additionally, while the reforms have contributed to reducing skills gaps in some sectors, there is still a significant need for continuous professional development of educators and alignment of vocational training with rapidly changing industry needs. These findings indicate that while progress is being made, further efforts are necessary to ensure the long-term success of vocational education reforms.

Conclusion

This article highlights the increasing importance of the continuous professional education system in meeting the growing demand for skilled specialists in various sectors. The new education system focuses on establishing closer collaboration between educational institutions and industries, aligning training programs with international standards, and addressing the need for vocational education. Through the introduction of dual education, the credit-module system, and other modern approaches, students are trained according to market demands. These efforts not only aim to meet the country's labor market needs but also engage youth in vocational training and contribute to economic stability. Furthermore, the integration of international cooperation and professional development programs will enhance the quality of education and facilitate the implementation of innovative projects.

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