
The Importance of Introducing Educational Programs in Accordance with ISCED Levels to Ensure the Quality of Professional Training in the Context of the Globalization of Education

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Abstract: The article is devoted to the analysis of vocational education reforms in the context of globalization and the implementation of more intensive results of the national SDGs in relation to the UNESCO Education 2030 concept. An up-to-date analysis of the need for this reform and the introduction of international requirements is provided to achieve the planned obligations to the community to regulate or equalize the qualification levels of personnel until 2030.

Key words: SDG- Sustainable Development Goals, ISCED-international standard classification of education, quality of education, concept of education, development strategy, human capital.

Based on the Education Sector Plan of Uzbekistan for 2019-2023[1], there is a phenomenon of globalization of education and the labor market on a global and national scale. Issues such as the development of human and social capital, ensuring the quality of education, the need for decentralization of management, the diversification of various forms, methods and technologies of education, including the recognition of formal, non-formal and informal education, have become actual. This, in turn, dictates the need to take into account the influence of the following factors:

- intensive development and implementation of information technologies in the education system, the study of new education management in various sectors of labor, economy and finance;
- the disappearance of a number of professions and the emergence of the need to train new specialists, based on the requirements of the labor market, international labor organization and the organization for economic cooperation and development;
- development and integration of international, socio-economic, cultural relationships and interactions, transnational industrial relations, information and communication technologies, etc.

In the conditions of reforms in education sector, there is a need to implement a radically new approach for our country to improve the management system of vocational education, ensure the quality of vocational training and retraining of specialists.

Studying the experience of developed countries in professional training and retraining of personnel made it possible to note the importance, timeliness and legitimacy of introducing the requirements of the International Standard Classification of Education (hereinafter - ISCED) as a system for classifying educational programs. ISCED is a guide for streamlining educational programs and related qualifications by levels and areas of education [2]. It is part of the United Nations International System of Social and Economic Classifications which are applied in statistics worldwide with the purpose of assembling, compiling and analysing cross-nationally

comparable data. This document is the result of an international agreement and officially approved by the participating countries of the UNESCO General Conference.

The classification of national educational programs according to ISCED is the main tool for organizing information on the education system, educational programs and related qualifications, used to compare data on ISCED levels and help in their interpretation at the international level.

As it was mentioned in the presidential decree, the inconsistency of vocational education programs with the levels of the International Standard Classification of Education (ISCED) adopted by UNESCO, the inadequate implementation of the National Qualification System of Uzbekistan in the educational process prevent the trained personnel from taking their rightful place in the labor market [3].

As you know, the quality of education is a system that corresponds to the accepted doctrine of education, basic requirements and social norms (standards). Quality is assessed by the degree to which the pedagogical system achieves the goals set for it. Taking into account the interests of stakeholders, it should be noted that the quality of education should correspond to the values, goals and objectives of three groups of users: students, buyers of educational services in the labor market and society as a whole.

According to international practice, quality management includes both quality management and its assurance, and also provides for additional concepts - quality policy, planning and quality improvement. The overall quality management is carried out by means of a quality system.

In this context, there is an urgent need to improve the quality of vocational education through the development and implementation of concepts and principles based on: levels/frameworks of qualifications; professional (occupational) standards; classifiers for the national and international labor market; classifiers of qualifications of teaching staff by industry; educational standards and programs for training and retraining; pay scales of teaching staff, which caused the need for our research.

This study will allow the implementation of the tasks set in the decrees and resolutions of the President, the Government of the Republic of Uzbekistan, as well as adopted in recent years and ratified international documents of the Republic of Uzbekistan.

Unlike programs at ISCED levels 1, 2 and 3, 4, programs at ISCED levels 5, 6 and 7 can exist in parallel, rather than by sequentially building one ISCED level on top of another. Upon completion of programs at ISCED levels 3 and 4, access to a number of programs at ISCED levels 5, 6 and 7 may be granted, depending on the availability of these programs in a particular education system and on additional entry requirements, which can also be determined separately [2].

However, it should be taken into account that each educational level within ISCED has received a clearer definition, which has led to some changes in the classification of programs previously considered at the border between ISCED levels (for example, between ISCED 3 and ISCED 4) adopted between ISCED-1997 and ISCED-2011. An innovation was also the use of a three-digit coding system (level - category - subcategory) to indicate the levels of educational programs and the levels of education received (qualification level). For example, in code 020, the first digit of the code, level 0, represents early childhood education; the second digit of the code - category 2 - preschool education programs; the third digit of the code - subcategory 0 - indicates that the breakdown into subcategories for this level is not provided.

Upbringing and education, which begins at birth, as enlightenment, ensures the harmonious development of the individual and society, which is called the formation of human capital. In the context of the above, the state policy of Uzbekistan in the field of education should be implemented throughout a person's life, starting from kindergarten, providing a decent education for our young generation, stimulating their interest in science and knowledge. It is necessary to strengthen the material and technical base of institutions of secondary and higher education, to radically improve the quality of scientific and educational processes.

At the same time, the analysis of studies indicates the insufficient development of issues of ensuring the quality of vocational education based on the introduction of the ISCED concept, in particular:

assessment/attestation of the professional competence of teachers;

accreditation of educational institutions;

insufficient motivation of teachers to self-improvement and increase the effectiveness of their activities;

discrepancy between the professional skills of personnel and the requirements of the labor market.

In the context of the above, there is a need to organize work to ensure the quality of education with such tools as:

occupational (professional) standards for each profession and for each skill level in accordance with the national qualifications framework and labor market needs, in conjunction with employers and expert groups for each sector; occupational (professional) standards developed for selected professions within a particular sector will be further approved by the sector councils for professional qualifications (Sector Skills Council);

modular training programs focused on an individual approach in the system of preparation of vocational education aimed at competencies developed in accordance with occupational (professional) standards for each profession and level;

assessment of the compliance of the qualification level of personnel with the occupational standard and the effectiveness of the quality of the implementation of the education program, carried out by the Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan, professional associations, experts in the presence of employers and interested parties;

monitoring the effectiveness of the training process and assessing the compliance of their qualifications, based on the requirements of the labor market, implemented by professional associations, other stakeholders and experts from economic sectors; all these questions determine the relevance of our problem and the need to study it.

Taking into account above mentioned, the main objectives of the study were:

determination and implementation of the significance of the “International Standard Classification of Education” in the context of the reforms of vocational education in the Republic of Uzbekistan;

creation of a concept for the introduction of the basic principles of ISCED into the system of ensuring the quality of education in accordance with the plan of research work of the institute for innovative development, advanced training and retraining of teaching staff of the vocational education system;

improving the mechanism for ensuring the quality of training and retraining of teaching staff of educational institutions, in accordance with the levels of ISCED;

definition of principles, levels, qualification criteria for teachers of the educational process, aimed at improving the quality of vocational education;

study of mechanisms for ensuring the quality of training and retraining of personnel, taking into account educational programs and qualification requirements in accordance with ISCED levels by creating a system for monitoring the effectiveness of the implementation of ISCED levels.

The studies were carried out on the base of colleges in Navoi, Fergana, Namangan and Kashkadarya regions in the direction of melioration and water management together with specialists.

In the process of implementing the research, professional standards and educational programs developed for the first time in the conditions of Uzbekistan regarding these requirements were piloted. As a result, the following results were obtained:

- improvement of the quality vocational education based on ISCED levels, by increasing the professional competence of managerial and pedagogical staff and students of selected colleges based on the educational programs corresponding the level 4 ISCED in the water sector;
- the content of the international standard classification of education in the context of the professional activities of teachers of professional educational institutions is disclosed;
- enriched the content of the concept of formation and evaluation of the quality of education, qualifications, competence of teachers and students, the difference between professional and educational standards, in relation to international requirements;
- the concept of introducing the basic principles of ISCED into the system of formation and evaluation of vocational education was developed;
- introduced a mechanism for formal and informal advanced training and assessment of the quality of vocational education in educational institutions, in relation to ISCED levels;
- the principles, levels, criteria of ISCED levels of vocational education, including teachers, aimed at assessing the quality of education, are defined;
- the content of the curriculum for the course “Ensuring the quality of vocational education in accordance with ISCED levels” was developed by monitoring the effectiveness of introducing ISCED into the process of vocational education.
- conducted methodological research on the implementation of ISCED, using the example of a 4-level in 4 colleges in the field of melioration and water management;
- conducted methodological research in the field of advanced training for the introduction of ISCED in the system of vocational education.

Thus, we researchers have to work on studying the best international practice in the development and implementation of professional(occupational) standards, educational programs based on competence and in accordance with ISCED levels, and find out which quality assurance mechanisms are effective in the process of training and retraining of personnel, taking into account the needs of employers.

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