

## **Vocational Education Reform and Development Stages of Vocational Pedagogy in Uzbekistan**

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### **ABSTRACT**

*The third stage - ( 2005 and subsequent years) - on the basis of the analysis and generalization of the accumulated experience, improvement and further development of the personnel training system in accordance with the prospects of the country's socio-economic development.*

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### **Introduction**

The Republic of Uzbekistan was approved by the decision of the Oliy Majlis of the Republic of Uzbekistan on August 29, 1997 . The national personnel training program was prepared in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education" and was prepared on the basis of the analysis of national experience and world-class achievements in the educational system, to achieve a high general and professional culture, creative and social activity, and to be able to independently achieve the goal in social and political life. It is aimed at forming a new generation of cadres who have skills and are able to promote and solve future tasks. The fact that the Republic of Uzbekistan gained state independence and chose its own path of economic and social development made it necessary to reorganize the structure and content of personnel training. It demanded the introduction of new curricula, programs, textbooks, the development of modern didactic instruction, the attestation and accreditation of educational institutions, and the establishment of a new type of educational institution.

The important factors of fundamental reform of personnel training system are as follows: the Republic is consistently advancing on the path of building a democratic legal state and a just civil society; the implementation of fundamental changes in the country's economy, the fact that the economy of the republic is consistently moving towards the development of competitive final products mainly in raw materials, the country's export potential is expanding; • the priority of individual culture and education in

the state social policy, \* growing awareness of national identity, patriotism, the formation of a sense of pride for one's homeland, respect for rich national-historical traditions and the intellectual heritage of our people; The migration of Uzbekistan to the world community, the strengthening of the position and reputation of the republic in the world. The goals and objectives of the national program are also planned to be implemented step by step: The first step (1997-2001 ) is to create legal, scientific-methodical, and material conditions for the reform and development of the existing personnel training system on the basis of maintaining its positive potential. . The second stage - ( 2001-2005 years) - full implementation of the national program, development of the labor market and the introduction of clarifications into it, taking into account the real socio-economic conditions. The reforms and effective experiments in the republic show that the development and implementation of the state standards of education is the demand of the times, and it is necessary to implement it without delay. With the help of educational standards, the balance of the student's knowledge level is maintained, developed, and the compatibility of the perspectives of society's development is ensured. State educational standards do not set the educational process in a rigidly limited pattern, but on the contrary, open the way to pedagogical creativity, to various differentiated programs, training manuals, and teaching methods around the single basis of educational content. The head of our state emphasizes that in the organization of continuous education, it is necessary to attach great importance to its construction at the level of world requirements and on the ground of high spirituality. The standard is the equivalent of mastering the normative plan, program, textbook created in education, that is, the level of mastering the educational content. When developing the standard, it is necessary to comply with the requirements of not boring the student excessively, that is, it should be appropriate for the student's age and able to fulfill it. Of course, the interest, desire, and need of the learner should be taken into account. Since the state and society are placing certain social orders before the educational institutions, it is natural to indicate the minimum social quality limits that the personnel trained by those institutions should possess. The official pedagogical document issued on the scientific basis of the minimum 10 knowledge, skills, qualifications, or moral qualities that students should acquire is the state educational standard. Therefore, the state educational standards are a means of control, and at the same time, they are also a measure of determining the conditions necessary to achieve the intended indicators in educational institutions. The indicators of the state education standards are not based on the content of the current taste, but on the amount of quality that should be instilled in the student, which is considered necessary in the world. Two main tasks of state educational standards can be highlighted. 1. Determining mandatory minimum content of education given to students. 2. Determining the set of requirements for the level of preparation of graduates, determining the minimum amount of knowledge, skills and qualifications.

The purpose of the science of vocational education pedagogy. Professional skills and dignity are such qualities of a person that they determine the life and work achievements of a future specialist. In the new stage of education development in our independent republic, the main task of the pedagogy of vocational education is to prepare specialists who can adapt to the updated production conditions at the level of world requirements, to raise the economy of our country to the level of a great country, and in this process, not the amount of information provided as the main factor, but the formation of creative harmony, independent it is necessary to pay attention to education of qualities of thinking and application. Therefore, today it is important to create a new generation of textbooks, training manuals and recommendations in all fields of science, including vocational education.

Vocational education pedagogy studies the laws of education, upbringing, study and development of students of vocational educational institutions, develops criteria for the use of education and training, pedagogical and information technologies, establishes the types of vocational education institutions and their management system. It summarizes knowledge of pedagogical theories, methods of designing innovative technologies. Vocational education pedagogy aims at preparing a person for professional activity, professional education of the new generation, adapting the qualified labor force to the level of new requirements. Vocational education pedagogy is enriched with the most advanced methods and directions recognized at the world level. 1 Today, new concepts and theories developed in connection with other fields of science are being developed, which await their wide application. Vocational education pedagogy as a branch of general pedagogy is formed in the process of improvement of the vocational-technical education system. It is considered a relatively new field of science, many of its concepts are

being formed and developing today. As in any field of science, professional education pedagogy has its own categories and concepts, quality indicators, which form the basis of science. The increased attention to vocational education can be explained by the following: 1. Formation and development of gymnasiums, lyceums, colleges and other types of new educational institutions as a result of educational reforms; 2. Organization of economic education in higher educational institutions, organization of separate departments and faculties; 3. It is envisaged that economic education will become more closely connected with other disciplines, and that new concepts and theories will emerge at the junction of knowledge fields; 4. Increasing the types of educational services provided by economic educational institutions to the population, starting the production of finished products and providing services to them at their base, introducing advanced forms of labor organization, etc. Vocational education for a long time was aimed at educating a well-rounded person, but this event was carried out at the expense of a decrease in the level of formation of professional skills of graduates. This situation did not serve to increase the need for improving professional skills and dignity, improving one's knowledge and self-education throughout one's life. As a result of the reforms in the education system of our republic, special attention is being paid to the issue of special training for working professions, to the formation of professional skills and qualities in the learner. Vocational skills mean that a graduate has acquired high-level professional skills and qualifications, which is reflected in the level of competitiveness of a person in the labor market for the profession he has acquired. Professional skills are determined by such qualities as the high flexibility of the workforce and quick assimilation of innovations, the ability to move to new production conditions in a short time, and the ability to independently choose the field of activity. The main concepts and content of the science of "Vocational pedagogy" can fulfill the following tasks in various systems of professional education:

#### **KEY SPECIALIZED CONCEPTS:**

**KNOWLEDGE** is the generalized experience of people expressed in a set of theoretical information and necessary for the conscious performance of production tasks (processes). The acquisition of knowledge involves the acquisition of facts, events, concepts and laws.

**SKILL** - is a component - structural element of consciously performed work, in which the same work methods are repeated many times.

**QUALIFICATION** (qualification) is the level of a person's acquisition of professional skills. The qualification indicator of the worker is determined by the category or rank (such as a doctor of the 3rd category, a driver of the 2nd category, a steel worker's apprentice).

**STUDY** is a person's ability to perform work processes, while strictly complying with certain requirements, based on his own knowledge. Learners include the necessary and sufficient dexterity to complete a task.

**PROFESSION** is a constantly repeating production activity of a person, which requires knowledge and skills acquired on the basis of general and special education.

**PROFESSION** differs from profession in that it is a narrow labor activity that was created as a result of the division of labor among people and is perfectly mastered by an individual. For example: locksmith of mechanical assembly works, toolmaker-slesap, tokap-universal.

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