

**PROFESSIONAL TA'LIMNI RIVOJLANTIRISHDA XORIJIY DAVLATLAR TA'LIM
TIZIMINING O'ZIGA XOS XUSUSIYATLARI**

Yakubov Xasan Tashpulatovich

Samarqand viloyati Jomboy tumani 2-son kasb-hunar maktabida Informatika va axborot
texnologiyalari fani katta o'qituvchisi

Annotatsiya: Maqolada professional ta'lim tizimini rivojlantirish istiqbollari belgilab berilgan bo'lib. Xorijiy davlatlarning tajribasi asosida takomillashtirish vazifalari tahlil qilib berildi. Jamiyatimizda yoshlarni kasb-hunarga o'rgatish va bu boradagi loyiha inkubatorlarini ishga tushirish, bozor iqtisodiyoti sharoitida yangi zamonaviy kasblarni amaliyotga olib kirish bo'yicha fikrlar, qarashlar bayon qilingan.

Kalit so'zlar: Professional ta'lim, ta'lim standartlari, pedagogik texnologiya, dual ta'lim.

**ОСОБЕННОСТИ СИСТЕМЫ ОБРАЗОВАНИЯ ЗАРУБЕЖНЫХ СТРАН В
РАЗВИТИИ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

Аннотация: В статье обозначены перспективы развития системы профессионального образования. Задачи совершенствования были проанализированы на основе опыта зарубежных стран. Представлены мнения и взгляды по обучению молодежи профессиям и запуску в этой связи проектных инкубаторов, внедрению в практику новых современных профессий в условиях рыночной экономики.

Ключевые слова: Профессиональное образование, образовательные стандарты, педагогические технологии, дуальное образование.

**FEATURES OF THE EDUCATION SYSTEM OF FOREIGN COUNTRIES IN THE
DEVELOPMENT OF VOCATIONAL EDUCATION**

Annotation: The article outlines the prospects for the development of the vocational education system. The improvement objectives were analyzed based on the experience of foreign countries. Opinions and views on training young people in professions and launching project incubators in this regard, introducing new modern professions into practice in a market economy are presented.

Key words: Professional education, educational standards, pedagogical technologies, dual education.

In order to develop the professional education system in Uzbekistan, it is necessary to introduce a mechanism for the development, application and updating of professional standards for middle-level specialists and working professions, the necessary material and equipment for the educational process, to create a teaching-methodical base and to attract practicing specialists with high work experience to the educational process and to provide high-quality education and professional training that gives students the right to work in their profession and specialty Great attention is being paid to training in educational programs developed on the basis of national professional and state educational standards.

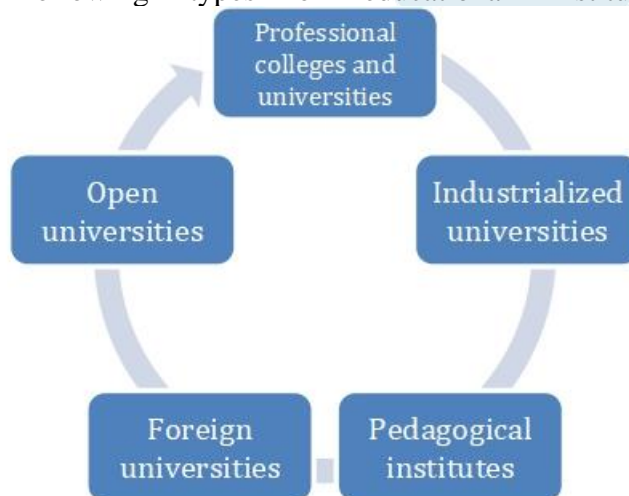
According to the Decree of the President of the Republic of Uzbekistan "On additional measures to further improve the system of professional education" of September 6, 2019 No. PF-5812 A new unified primary, secondary and secondary special professional education system and a network of educational institutions where differentiated educational programs are introduced

were established. The establishment of a completely new system in Uzbekistan requires the study of foreign experiences in this regard and the establishment of extensive cooperation with foreign countries.

In the developed countries of the world, the problem of training an expert in all aspects is the main demand of today. Because the revolutionary changes taking place in the society cannot be implemented without changing the person himself. The dynamics of information development puts new high demands on education as a social institution. It is necessary to provide training, development and education of the individual in a rapidly changing world, to form a holistic worldview and attitude, functional literacy and creative professional skills of specialists. Nowadays, when digital technologies have taken the leading place, it is necessary to update the educational system and content of education in developed countries. The old methods and methods of teaching have become outdated, and the need for methods and forms of education based on advanced pedagogical technologies has increased. In the introduction of new professional education, special attention is paid to the study of foreign experiences and the issue of cooperation with foreign countries.

The Korean experience. It is important to study the experience of Korea in the development of professional education. The South Korean education system implements the global principle of education and science integration. Academic conglomerates, which include educational institutions and research institutes, are effectively operating in world practice. Such a merger serves as a clear basis for the integration of science and education and provides an opportunity to conduct a unified scientific, technical and educational policy in the country. In the Republic of Korea, there are also high schools specially established by the Ministry of Education. They mainly specialize in agriculture, fisheries, industry, and international languages. High school is not as compulsory as high school. However, according to statistics, 97-98% of young Koreans have completed high school in all subsequent years. To enter "scientific" higher schools, schools of foreign languages and arts studies, it is required to pass more complex exams. Vocational colleges can be private or state-owned, these schools do not provide specialization, but prepare young people for the next level of education. Students who don't want to study at a college can enter and study at vocational schools. These universities specialize in technology, agriculture or finance. There are 600 vocational schools in South Korea. 45% of these schools train future owners, 23% train technical professionals. In the remaining schools, seafaring and agricultural specialties are mastered. It is noteworthy that these schools are owned by enterprises. This is one of the requirements of South Korea's Law on Education.

There are the following types of educational institutions in South Korea:



The main task of colleges in South Korea is to train skilled workers or white-collar workers. After graduating from college, a student can, theoretically, immediately enter a university, while passing a special entrance exam, and study in another specialty. As a result of our small analysis of the introduction of the professional education system in South Korea, we can see that efforts aimed at the development of professional education in Uzbekistan are increasing day by day. The well-provided material supply of professional educational institutions, fully equipped practical and laboratory rooms, and the harmonious delivery of theoretical and practical knowledge will increase the quality of education and provide the basis for the training of mature specialists. The experience of the development of the educational system in countries such as Sweden, Great Britain, Germany, and Japan shows the need to combine the educational process and practice, which serves as the basis for quality training of qualified specialists.

It is known that professional education in Germany is not centralized, but it is built according to a certain standard. Since 1981, the Law "On the Development of Professional Education" (which describes the regulatory tools in planning and statistics of professional education), the Law "On the Protection of Youth Labor", "The Vocational Education Network" there are legal documents such as "agreement on The training process is completely consistent with the list of occupations, currently reduced from 600 (in 1971) to 380 professions. The reduction in the number of professions occurred as a result of the merger with the training of specialists in similar fields of activity. It should be noted that the name of the professions, the totality of knowledge, skills and competencies required for students to master each profession, as well as the model curriculum and final certification requirements are shared with the minister of the specific sector. developed and agreed upon. The developed documents are a legal basis and are binding. In addition, the state is trying to cover the costs of vocational training of the enterprise. After reviewing the various literature on dual education, we found that there are many benefits to this type of education. In the conditions of the dual system, education includes not only educational institutions, but also industrial enterprises, firms, and organizations. Programs of the dual education system combine theory and practice-tested know-how. The essence of the changes is that students receive education in two educational institutions at the same time: in universities and institutes - in the theoretical part, and in production - in a practical environment. The dual system, as a feature that distinguishes it from the traditional system, implies the exchange of theory and practice throughout the entire educational period, which leads to an increase in the efficiency of the application of acquired knowledge and skills. The dual education system is

different from the vocational education system, where most of the training week is devoted to practice at the enterprise, and a small part (1-2 days) to the university. it is also used in technical and socio-economic fields, construction, engineering. The dual system is effective in social management and tourism management. Due to the continuous improvement of the training of highly qualified specialists in recent decades, the dual education system has become acceptable in the field of information technologies. The practical experience of the introduction of the dual education system in Germany shows that many areas of training of future specialists are regulated by an agreement between social partners, regions and the state. The training of specialists in a certain direction is based on the requirements of the personnel market, which allows to ensure professional mobility and competitiveness of young people. The term of study is up to 3 years. Students who have completed 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.

The German experience. Germany was the first country to use the principles of the secondary education system (this system has been in place for 15 years). The implementation of the educational process is carried out by analyzing the production activity as an intern (future specialist) and studying the theoretical part at the educational institution. In addition, there is a system of gradual complexity of educational and practical tasks.

Vocational education standards are developed in cooperation with labor representatives and other interested parties. This is done to help flexible and effective entry into the labor market of the acquired profession/specialty, to help ensure professional development. The program of professional education is very flexible. Students can study courses in different ways and in different environments. For example, on-the-job training can be conducted at an educational institution or online. Students can take all or part of the course. Educational programs of professional education are created in accordance with the curriculum of a general education school. The curriculum consists of 120 credits: 20 credits of on-the-job training, 90 credits of core subjects, and 10 credits of elective subjects. The main subjects are Finnish, Swedish, mathematics, physics and chemistry, social studies, business and labor market, physical and medical education, art and culture. The purpose of primary vocational education is to provide students with the knowledge and skills necessary to acquire professional qualifications, as well as the ability to engage in independent work.

The Finnish experience. Professional education covers eight educational areas. The duration of professional education is three years, training in each profession/specialty requires at least six months of production training. Professional education can be obtained at an educational institution or in the form of training on the basis of a contract with an employer.

In conclusion, it can be said that a number of effective works have been carried out in the development of professional education based on the study of foreign experiences. In particular, based on the experience of Germany, dual education in 8 specialties was introduced in 62 professional educational institutions. In cooperation with Germany (German Sparkassenstiftung), 40 teachers and 100 students were trained with the participation of international experts on business organization. Teachers were trained according to these standards in Surkhandarya, Jizzakh, Tashkent, and Syrdarya regions in cooperation with the Worldskills Uzbekistan association. An important direction of improving professional education based on foreign experiences is the establishment of cooperative relations with foreign countries. Professors and specialists of the Institute of Pedagogical Innovations are carrying out certain activities on the attraction and implementation of foreign and national scientific and innovative projects and grants, as well as the provision of educational services on the basis of a contract. Peoples' Friendship University of Russia (RUDN), Institute for the Development of Professional Education of the Russian Federation (IRPO), Institute of Professional Education of the Republic of Belarus (RIPO), Association of German Public Universities (DVV), German Society for International Cooperation (GIZ), " Development of the professional education system on the basis of cooperation agreements signed with Sparkassenstiftung German International Cooperation Fund, Pearson Education Limited of Britain, education, publishing and evaluation service, Switzerland's SustainableSkills, higher education institutions and organizations within the framework of the project. a number of works have been carried out.

References

1. O'zbekiston Respublikasi Prezidentining Malakalarni baholash tizimini tubdan takomillashtirish va mehnat bozorini malakali kadrlar bilan ta'minlash choratadbirlari to'g'risida 2020 yil 31 dekabrda PQ-4939-son qarori.
2. O'zbekiston Respublikasi Prezidentining "Professional ta'lim tizimini yanada takomillashtirishga doir qo'shimcha chora-tadbirlar to'g'risida"gi 2019 yil 6 sentabrda PF-5812-son Farmoni.
3. Shavkat Mirziyoev. Yangi O'zbekiston strategiyasi. – Toshkent: "O'zbekiston" nashriyoti, 2021.464 bet.
4. Vazirlar Mahkamasining "Professional ta'lim tizimida dual ta'limni tashkil etish chora-tadbirlari haqida" 2021 yil 29 martda 163-son Qarori.