

**BASICS OF PROFESSIONAL EDUCATION DEVELOPMENT BASED ON  
FOREIGN EXPERIENCES**

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**Abstract:** *The article examines the specifics of educational programs (content of educational regulations) in the professional education system. That is, the general structure of the educational program and the content and essence of the concepts of qualification requirements, curriculum and educational programs (modules) that make up this program have been revealed.*

**Keywords:** *professional education, professional standard, professional education institutions, professional education program, qualification requirement, curriculum.*

### **INTRODUCTION**

*It is known that the Decree No. PF-5812<sup>1</sup> of the President of the Republic of Uzbekistan dated September 6, 2019 "On additional measures to further improve the professional education system" states that the National Qualification System of Uzbekistan has not been fully implemented, which prevents the trained personnel from taking a decent place in the labor market. With this decree, a network of educational institutions was established in our republic, where a new primary, secondary and secondary special professional education system and differentiated educational programs will be introduced in accordance with the levels of the international standard classification of education.*

### **MATERIALS AND METHODS**

*In the address of the President to the Oliy Majlis, starting from the 2020/2021 academic year in our country, in order to adapt the qualifications of personnel to the requirements of the international labor market, specific tasks have been set for the development of the national qualification system, the establishment of 340 vocational schools, 147 colleges and 143 technical institutes in our country.*

*Therefore, the introduction of the national qualification system adopted today based on international standards requires a fundamental reform of the content of professional education programs, just like today's foreign education standards.*

*In this regard, in order to improve the professional education programs every year, in cooperation with the leading specialists of the Republic and the*

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<sup>1</sup> Decree of the President of the Republic of Uzbekistan No. PF-5812 dated September 6, 2019 "On additional measures to further improve the professional education system".

*employees of the employer organization, the educational and normative documents are being improved more and more.*

### **RESULTS AND DISCUSSION**

Vocational education programs must have been tested in developed countries and succeeded in harmonizing vocational training and the general education system. Therefore, the system of national and branch specialization, professional standards for professions and positions, and differentiated professional education programs are being developed in Uzbekistan. This, in turn, serves to ensure the integration of the education sector with the labor market. That is, the improvement of differentiated professional education programs included the professional status of graduates of professional educational institutions not only in the local labor market, but also in the position of our compatriots working abroad as specialists, their compliance with international requirements, the ability to work in prestigious places abroad and have a decent salary.

When it comes to professional education programs, it should be noted that the newly adopted Law on Education of the Republic of Uzbekistan does not define an education program. The definition of the educational program is clearly expressed in the decision of the Cabinet of Ministers No. 466<sup>2</sup> "On approval of normative legal documents regulating the system of continuous primary, secondary and secondary special professional education in the Republic of Uzbekistan".

According to it, the educational program is a set of documents consisting of state educational standards, curriculum, educational subjects (modules) programs, qualification practice programs, which define the main content of professional educational training aimed at enabling a graduate of a professional educational institution to competently perform professional activities in a specific profession or specialty;

Also, the differentiated educational program is clearly defined as an educational program with different degrees of complexity of professions or specialties, training periods for personnel training in primary, secondary and secondary special professional education in accordance with the relevant levels of the International Classifier.

In general, in the analysis of the experience of developed countries, the components of educational programs in them are not observed in a scattered state. That is, professional training programs have been developed in the form of a simple and integrated document. For example, if we look at the standards of

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<sup>2</sup> Resolution No. 466 of August 7, 2020 of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of normative legal documents regulating the system of continuous primary, secondary and secondary special professional education in the Republic of Uzbekistan"

professional education of the Republic of Kazakhstan, we can see that educational programs are organized in a rounded structure. Middle-level personnel of Kazakhstan, who have been educated on the basis of this educational standard, which has been improved for many years, are finding their positions not only in the local labor market, but also in prestigious organizations in other foreign countries.

Nowadays, education and technologies (science) are developing rapidly. The main problem that arises in this regard is the devaluation of previously acquired knowledge. The rapid development of science at this level causes the knowledge of specialists to become obsolete, and these conditions have a negative impact on their level of competence. The more information in the world, the more the coefficient of knowledge implementation decreases. This, in turn, requires that educational programs be developed on the basis of international advanced foreign experiences in accordance with the requirements of today's times, and also need to be further improved from year to year.

### **CONCLUSION**

Taking into account the qualification requirements of the current professional education programs, the disproportion between the curriculum and the training programs, and the positive results of the professional education programs tested in developed countries, we propose to develop the professional education programs in Uzbekistan in a new form, unified in the form of a single document. We believe that such a new approach to the development of the structure of professional education programs will be effective in improving the quality of education in professional educational institutions of our country. The main purpose of this is to reduce the amount of paper in the first place and allow the teachers to focus their time on teaching the students rather than on excessive paperwork. Secondly, this approach eliminates the misunderstandings of the employees of the employer organization in the documents related to education and is the most optimal way to create professional training programs aimed at mastering the skills that meet the requirements of the local and foreign labor market in cooperation with the pedagogical staff.

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