THE ROLE OF THE CONCEPT OF “HUMAN CAPITAL” IN THE RETRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Kholmurodov Azam Shakhriyorovich
Director of Jizzakh Regional Center of Retraining and In-Service Training of Public Education Staff
E – mail: bmbm0308@mail.ru

Abstract
This article discusses the issue of “human capital” in the national education system, its content and how to direct the purpose of the educational process towards the creation of “human capital” in the professional development of the staff of public education.

Key words: The principle of “Lifelong learning”, on-line and off-line education, the issue of “human capital”, “development education”, “education training”, “training program”, “coaching program”

I. Introduction

Today's period is a period of severe changes, re-awareness of the process of restructuring and reforms, the search for innovative ideas in various economic and social spheres of Uzbekistan and their rapid and effective introduction into life. At the same time, it is necessary to revise the essence of the process in the activity of retraining and professional development of the employees of public education and to organize activities aimed at transforming the sphere in the further development of Uzbekistan. This issue is multifaceted, in its essence, changes in the education system, the essence of education, the orientation of the individual, the customer of education, the needs of the population in terms of Education, one of the most important issues that has been covered by education among the population, the problems of distance learning, the difficulties and achievements of on-line and off-line education is how the issue of “human capital” is solved in the national education system, its content and in particular, it is a question of how the purpose of the educational process in the professional development of the staff of public education can be directed to the creation of “human capital”.

According to statistics, according to the state of April 1, 2019 in the Republic of Uzbekistan there are 9691 secondary schools (including 350 state specialized institutions, which are intensified in some disciplines). The total number of pupils in secondary schools is 5.8 million. In addition, about 13.8 thousand students study in 86 non-state educational institutions. Primary vocational education has been introduced in the general secondary education system in the Republic, 1748 educational and production complexes have been established in vocational colleges and secondary schools on 51 types of working professions.

II. Main part

Our time is changing rapidly, innovative transformations are rapidly developing in the current environment and conditions and the process of personality formation causes a great scientific interest of the scientific community. Because the fact that the chief builder of the future development is the human factor, to be more precise, is “human capital” is simply said.

According to Sh.M.Mirziyoyev, “human capital is created in the school”. “...The most important task is the formation of innovative thinking in the minds of our people”. This creates a social order for the work of state-of-the-art professional development, retraining and non-service
During the years of independence in Uzbekistan, educational reforms were carried out in harmony with the period of development, regularly and continuously. In 2020, the new law “On education” was adopted. Radical changes in education covered the activities of increasing public education and qualification, retraining. In particular, the introduction of advanced forms and methods of professional development and retraining of employees of public education, development of educational and methodological resources, improvement of educational programs, universally recognized international educational standards and requirements, advanced pedagogy, qualitative Organization of the educational process on the basis of information and communication and innovation technologies, implementation of the system of continuous professional development of the staff of public education on the basis of the principle of “Lifelong learning”, promoting independent distance training courses at national and international (Coursera, Udemy, Udacity, Edx and other) levels, introduction of credit-module system, Organization of modern STEAM laboratories of Natural Sciences, expansion of cooperation between public education and higher education institutions in the fields of Science (Mathematics, Chemistry, Biology, Physics, native language and literature, foreign languages, psychology, primary education), which are the priorities through the “teacher – student” system, priority tasks were set for the development of professional standards of the staff of public education on the basis of the development of the “Road map” on the improvement of the system of continuous professional development, the creation of the model of the future school, its leader and teacher. Consequently, if the construction of human capital starts from schools, the responsibility of school teachers to perform this priority task will also be to a certain extent. And one of the most important criteria for human capital is its professional orientation.

One of the most urgent tasks of today's pedagogical education and training process is the retraining of pedagogical employees and their attention to the human capital when improving their skills. In general, a comprehensive scientific study of various aspects of the organization of the work of the system is considered one of the urgent tasks. Because of the professional training and purposeful orientation of pedagogical personnel varies in connection with the historical period. And the goal that is being demanded today is to create human capital that can provide economic growth and development of the future of the nation. However, this issue cannot be said to have been fully investigated. Accordingly, the study of the issues of orientation to the creation of human capital in the activities of retraining and professional development of employees of public education is relevant.

In recent years, there have been radical changes in the social and economic space in the issues of personality, its content, orientation to the individual. The inextricability of the concepts of man, education and economy has been proved again. However, it was mentioned that in the process of this re-awareness, the infinity of the types of social space and services that can create the same capital in order to transform a person into a capital requires a capital. For example, an analytical article by World Bank President Jim Yong Kim published on the website of the prestigious United States magazine Foreign Affairs discusses the question, “How can the government be persuaded to invest in human capital?”. According to the article, “As the government seeks to ensure economic growth, it will focus on investing in physical capital - the construction of magnificent bridges, new roads, modern airports and other infrastructure. Typically, they are less interested in investing in human capital, which incorporates the health, knowledge and skills, experience and lifestyle of the population. This is a big mistake because
negligence in investing in human capital can drastically reduce a country’s competitiveness. For the country to develop economically, it needs to nurture talented people”.

The professional development of staff around the world, including teachers, is organized in several areas, they are “development education”, “education training” (training qualification), “training program” (training system), training systems based on the “coaching program” (trainer, Mentor, Luther) cover the like in their content. Today, “Learning never stops” (the idea that “education never stops”) is considered the chief driver of Education. Accordingly, the educational reforms carried out in dozens of countries of the European community, such as the USA, Canada, New Zealand, Australia, Israel, the Middle East, in particular the UAE, Qatar, Kuwait, Japan, South Korea, Great Britain, Finland, Norway, are paid exactly to the direction of professional development of personnel. Therefore, at nearly all universities, there are special the Education development Institute (teacher training) institutes, short-term intensive retraining courses on new fields at various enterprises and organizations, state and non-state educational establishments, providing their skills with the help of trainers and mentors, opportunities for one-year training and pedagogical status in each educational sphere. Also, there are special programs based on the promotion of the education system of different countries, in particular organizations such as PiE, ACCELS, URGAD, EXCHANGE (USA), DAAD (Germany), MASHAV (Israel), KOICA (South Korea), Teacher Training, JUCA (Japan), TICO (Turkey).

Accordingly, the relevance of the problem posed is determined by the factors in the tone:

1. The wide development of scientific, social, pedagogical-psychological, philosophical, political discipline, which is aimed at the formation of human capital on a global scale, but not necessarily reflected in the National pedagogical process as an independent pedagogical direction and is not scientifically studied, accordingly, the theoretical and practical aspects of the subject, the need to develop its pedagogical and sis and models, methodology and technology;

2. The need to formulate all the knowledge, skills and skills related to the human capital in the activities of retraining and professional development of the personnel of public education, but not the fact that this issue is not turned into an integral part of the existing personnel training process, ensuring its continuity;

3. The need to study international experiences on the subject and apply them to the educational system of our country, but the fact that foreign pedagogical experiences in the field have not yet been studied and factors of critical and creative application of foreign experiences in terms of national interests have not been developed.

It is necessary to timely introduce all modern innovations into the pedagogical process and regularly improve the content of Education. To date, it is clear that the work on retraining and professional development of a harmonious generation, including employees of public education, cannot be effectively and at the level of the requirements of the 21st century, without changing the attitude to human capital. Because of the concept of human capital–harmonizes today's requirements for the reserve of National Personnel, which is oriented to the future, and reflects the set of compensations for them. A person cannot be built without paying attention to this issue.

As for the composition of human capital compensation:

a. personal-moral competences and spiritual worldview;

b. to be able to make the right decisions with physical competences and speed;
c. knowledge of stress situations, constants and resistance to crises and ways out of them;

d. always know the news and thirst for innovative processes and the most important aspect, while being a connoisseur of their field;

e. it will be able to concentrate on creating innovations and working in the know how system, as usual, on its own content.

Human capital requires a number of very extensive knowledge, skills and skills from modern personnel. The list of requirements for recruiting personnel in Russia clearly demonstrates the current situation. These requirements include: “ответственность, пунктуальность, активность, целесустримленность, исполнительность, аккуратность, оперативность, нацеленность на результат, организованность, внимательность, энергичность, стремление к профессиональному росту, дисциплинированность, высокая работоспособность, мобильность, инициативность, самостоятельность, настойчивость, высокая скорость работы, креативность, трудолюбие, усидчивость, умение работать в режиме многозадачности, амбициозность, добросовестность, дисциплинированность, знание делового этикета, организаторские способыности, развитые коммуникативные навыки, уравновешенность, лидерские качества, умение работать в коллективе и с людьми, ненапряжительность, управленческие навыки, умение вести переговоры, умение решать конфликты, грамотность, харизматичность, умение убеждать, адекватность, грамотная речь, презентационные навыки, терпеливость, хорошая дикция, клиентоориентированность, навыки публичных выступлений, умение слушать, приятный голос, умение расставлять приоритеты, системное мышление, обучаемость, любознательность, аналитический склад ума, стратегическое мышление, хорошая память, наблюдательность, умение работать с большим объемом информации, широкий кругозор, сообразительность, художественный вкус, активная жизненная позиция, доброжелательность, порядочность, чистоплотность, отсутствие вредных привычек, вежливость, честность, интеллигентность, чувство юмора, отзывчивость, надежность, любовь к детям, позитивный настрой, тактичность, принципиальность, доброта, презентабельная внешность, опрятный внешний вид, хорошая физическая форма, хорошее здоровье”. (“responsibility, punctuality, activity, purposefulness, efficiency, accuracy, efficiency, focus on results, organization, attentiveness, energy, striving for professional growth, discipline, high efficiency, mobility, initiative, independence, perseverance, high speed of work, creativity, hard work, perseverance, ability to work in multitasking mode, ambition, conscientiousness, thoroughness, sociability, stress tolerance, knowledge of business etiquette, organizational skills, developed communication skills, balance, leadership qualities, ability to work in a team and with people, non-conflict, managerial skills, negotiation skills, ability to solve conflicts, literacy, charisma, ability to convince, adequacy, competent speech, presentation skills, patience, good diction, customer orientation, public speaking skills, listening skills, pleasant voice, ability to prioritize, systems thinking, learning ability, curiosity, analytical mindset, strategic thinking, good memory, observation skills, ability to work with a large amount of information, broad-minded, quick-witted, artistic taste, active life position, benevolence, decency, cleanliness, lack of bad habits, politeness, honesty, intelligence, sense of humor, responsiveness, reliability, love for children, positive attitude, tact, integrity, kindness, presentable appearance, neat appearance, good physical shape, good health”.)
It turns out that in today's advanced development, the issues of professional competence of an individual are very widely taken up, and in their composition, at first glance, there are also aspects and requirements that are not relevant to the sphere. For example, in the above list there is a phrase “love for children”. If one observes, it becomes clear that the norms of birth are decreasing from day to day, this is why the threat to the human reserves of the state becomes so normal for the growing Russian conditions. Because in Russia, young men do not want to spend their energy, material and mineral spiritual forces on the child. Similarly, young girls do not want to give birth, deprive themselves of their career by giving birth. And for their motivation, the social space moves. Therefore, the concept of “love for children” in personnel selection is introduced into the requirements. In the structure of the requirements for personnel on the basis of Russian public policy, the concept of “love for children” is promoted.

Formation of human capital this is a system of thinking, brain, consciousness, values on the formation of a modern innovative personality, moral norms and beliefs, organization of a targeted pedagogical process for the proportional formation of the way of life, decisions and steps of a person, the actions manifested through his or her practice, theoretical development of its pedagogical content and creation of pedagogical technology, that is, it means the development and implementation of a holistic pedagogical image, forms, methods and tools of this pedagogical process.

Accordingly, in the activities of retraining and professional development of employees of public education, two aspects of the orientation of pedagogical personnel to the “human capital” manifest themselves, they are: personal motivation and socio-pedagogical motivation. Personal motivation is the question of how and to what extent the pedagogical staff adapts itself in their pedagogical sphere and direction to the principles of “human capital”, in the composition of the competence of their personal specialty falls on the sides of this quality, virtues and skills.

As for socio-pedagogical motivation, the fact that in the organization of the pedagogical process their science is guided by all the actual tasks related to the education and education of children, relying on the factors of development of the future, the direction of their set to the principles of human capital, it is determined by the fact that the factor of human capital for new Uzbekistan is applied to its activities as the main pedagogical principle. In order to formulate the human capital of each educator, it is clear that first of all it is necessary to develop a modern pedagogical strategy of its implementation, its pedagogical methodology and technology. Therefore, the current changes in pedagogical activity necessitate their reflection in the organization and conduct of activities of retraining and professional development of the employees of public education, as well as in the organization of specific priorities, that is, priorities, issues of political importance in the organization of public education.

Although the concept of human capital within the framework of general Pedagogical Sciences in Uzbekistan is spoken about, but in general terms the pedagogical content of this concept, theoretical and practical aspects of its formation, its holistic image, as a whole pedagogical strategy has not yet been studied, its pedagogical technology has not been developed and applied to practice. Because this issue is being put on the agenda exactly in recent years, namely in line with the work of further development of Uzbekistan in the reform process in our country and in response to them, the important fact is that without the principles of Human Capital One cannot create a modern personality. All the above cases indicate the relevance of the chosen topic.

Therefore, it is desirable to pay attention to the work on the formation of "human capital" in the system of retraining and professional development of employees of public
education and to find a solution to the issues of its tone in order to include it in the composition of pedagogical content:

- on the basis of studying the historical-social necessity and practical experience of the formation of human capital, analyzing its pedagogical-psychological foundations and existing situation, political, social sciences related to the sphere, to produce its pedagogical content, in particular, summarizing scientific and theoretical literature on the system of philosophical, environmental, historical, medical, hygienic, household, ethnographic, cultural, values-biological qualifications and skills;

- to identify the existing problems of the formation of human capital for the system of retraining and professional development of personnel of public education, in particular for each branch of Science and subject, to identify ways to eliminate them, to sum up the scope, content, solutions of new tasks in the field, to create a holistic system of implementation of the management of the educational system on the basis of the principles of human capital;

- to determine what is the content of modern innovation in the formation of human capital, the experience of foreign countries, creative and Critical Study of methodology and techniques, their new ideas, development on the basis of them the basis of the bases of national pedagogical implementation and creation of holistic pedagogical technology aimed at its formation;

- it is important to develop a special pedagogical methodology for the introduction of the principles of human capital into the system of retraining and professional development of the staff of public education and to establish its level of effectiveness through experimental and testing work.

In this regard, look at such concepts as public education, subject teachers, primary, secondary general education, school education, teacher competence and teacher skills, school education methodology from the point of view of “human capital”, it became necessary to evaluate pedagogy as a multi-structural sphere, to organize the pedagogical process on the basis of understanding the moral, social, aesthetic and humanistic essence of education and upbringing.

By the 21st century, the global processes of globalization have had a profound impact on the education and training systems, and this situation is manifested in the connection of educational innovation, integration, intensity and efficiency with economic growth. Today, as the “numbered” societies are reigning, it is predicted that the next economic growth will bring about a new technological revolution and the whole world will once again fully move to a new economic stage and relationship. Accordingly, the purpose of the educational system is to create “human capital”. It is the “human capital” that is the power that ensures the economic growth, development and sharp development of the country. “Human capital” is the creative force of economic growth, the main weapon of its work aimed at intelligence and management, the chief factor of innovation economy. “Human capital” from the modern individual requires constant growth, Professional Development, complete acquisition of various district professions, mastery, competence, possession of multi-profile skills, polyglot. Our people say that, “knowledge will tear down the thousand”.

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Conclusion

Consequently, in the new era, the demand for training and retraining systems of teachers, which include all existing innovation changes, will increase. Because the content of education, its speed, the volume of coverage Day-to-day, the introduction of qualified personnel training in a dynamic manner is of great importance, the provision of Personnel potential with speed for new technological areas is required. The system of professional development of personnel develops sharply. In this process, among the state educational enterprises, special tasks are assigned to the non-state system. Therefore, the creation of innovation in the professional development of pedagogical personnel of general education schools of non-state educational organizations is socially important and begins to play a special role.

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