

## The Main Directions of Modernization of Professional Education In Uzbekistan

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**Annotation:** *This article discusses the professional education system in Uzbekistan, the development of professional education standards and training programs based on the requirements of the international and local labor market and learning outcomes, and the modernization of the network of educational institutions.*

**Key words:** *Demography and labor market, educational modernization, differentiation, labor market, professional standard, educational cluster, educational outcomes (Learning Outcomes), strategic need, educational programs.*

According to the experience of modernization of the education system in the world, the process of transformation from education based on knowledge, skills and competence to education based on learning outcomes is taking place. The change of supply and demand in the international labor market, the acceleration of the globalization and integration process, digitalization, and the training of competitive specialists who can meet the requirements of the time in accordance with the technological revolutions in the industry are of great importance.

The implementation of fundamental reforms in the system of professional education in Uzbekistan was defined as the need to eliminate the risk of lagging behind the global trends of economic and social development. The main task of the professional education policy in our country is to preserve its essence and ensure the quality of the modern professional education curriculum in accordance with the strategic needs of the individual, society and the state.

Modernization of education is the renewal of all areas of educational activity at all levels of the national education system in accordance with the requirements of the labor market and learning outcomes, while preserving the best traditions of the national education system.

From this point of view, the main directions of modernization of professional education in our country are as follows:

1. Regionalization of management of professional education. Our country occupies a large area and is distinguished by its multi-ethnic population. Due to the unique combination of demography and labor market, climatic conditions, landscape features and natural resources, a society with specific local, socio-economic, historical and cultural characteristics was formed and developed. Without clear ideas about the peculiarities of regions, it is important to successfully solve local problems of modern professional education and to introduce a modern professional education system

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that is effective in its tasks.

2. Differentiation of professional education by types and forms of educational institutions. Differentiation of professional educational institutions by types and forms is becoming one of the main trends of professional education modernization in Uzbekistan. Under the influence of economic and social changes, the variety of organizational and legal forms of professional educational institutions has appeared, the change of property forms and the variety of organizational and legal forms of professional educational institutions are increasing.

3. Standardization of professional education. The concept of "standard" is recognized as a basis for comparing objects with it (norm, sample, measure, base, model). From the standards, a certain level of quality is planned and viewed as indicators that determine the achievement of goals. The reform of the education system in the international arena includes the tendency of standardization as a prerequisite for ensuring the quality of education. Professional education standards can be determined by the state and society, as well as professional education organizations, educational institutions, and employing enterprises. Accordingly, professional education standards should reflect the requirements of the labor market and its participants, and professional standards in them should be based on the results of labor market research.

4. Integration of professional educational institutions with science and production is a priority task of training competitive workers and middle-level specialists. Also, this social cooperation is determined by the positive relations accepted by all participants of this activity as a result of joint activity of representatives of different social strata. In this case, this activity is carried out through planned measures within the framework of social cooperation, depending on the results of the activity.

Social cooperation in the field of professional education is a set of relations of educational institutions with the demands and needs of the labor market, production enterprises, subjects, state and local authorities, public organizations, and is focused on protecting, identifying, coordinating and implementing the interests of all participants in these relations. From this point of view, based on the demands and needs of the labor market, production enterprises, state and local authorities, public organizations cannot operate professional education in the conditions of the digital economy. the period itself dictates to put it.

There are two approaches to forming educational clusters. The first approach is based on the idea of vertical integration of educational institutions. This approach to learning clusters is based on the theory of lifelong learning, which is considered as a single system; listeners are oriented towards lifelong learning as subjects of the pedagogical process; integration and internationalization of knowledge, expansion of communications, wide use of information technologies are ensured; a multi-level education system is formed.

From the point of view of the second approach, an educational cluster is a set of interrelated professional educational institutions united by industry characteristics and united on the basis of cooperation with industrial enterprises.

The advantages of network educational clusters are that, as a result, internal resources are effectively used: personnel, scientific and information potential, finance, infrastructure; the quality

of personnel training will improve, graduates will be more in demand on the labor market, better meet production requirements; professional training technologies, training workshops and other equipment are used more effectively; the duration of training will be reduced due to the implementation of the principle of continuity in the contents, goals, contents, methods, forms, training manuals.

5. Professional education in upper classes of general secondary schools. Introduction of profile teaching is considered to be the main direction of modernization of education at the higher level of general secondary education. The interaction of general secondary education with the system of primary and secondary professional education consists in the organizational provision of professional training.

Based on the above, the modernization of new professional education sets the following goals:

- implementation of the state order for the training of working personnel (employees) and middle-level specialists, expanding the practice of concluding direct contracts with enterprises and individuals, population employment, service provision, meeting the personnel needs of the economic sectors of the republic and its individual regions;

- creation of necessary conditions to increase the effectiveness of the current system of training young people entering the labor market, graduates of professional educational institutions;

- development of professional education standards and educational programs based on learning outcomes and in accordance with the requirements of employers, introduction of modular and information technologies into the educational process;

- modernization of the network of professional educational institutions based on the requirements of the labor market, the needs, interests and opportunities of different groups of young and old people;

- development of personnel potential of professional educational institutions and attraction of international experts;

- improvement of the professional education financing system and modernization of the material and technical base of educational institutions;

- to expand and increase the level of social support of the professional education system based on the development of direct communication of educational institutions with international organizations and social partners;

- ensuring social and legal protection of students, equal rights for professional education.

In conclusion, the content, quality, modernization of educational programs and technologies of professional education in Uzbekistan, intensive development, improvement and quality level improvement guarantee the development of the society in accordance with the indicators of economic development.

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