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Upgrading Vocational Education in the Republic of Uzbekistan Based on the Experience of Japan

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ABSTRACT: The article considers problems in the development of vocational education and training in Uzbekistan and determines further ways of its development. Given proposals on development of vocational education system of the Republic of Uzbekistan based on the experience of Japan.

KEYWORDS: junior professionals, professional education, modern requirements, modern labor market, flexibility, variability, skilled personnel

I. INTRODUCTION

In the years of independence in our country, one of the priorities of the state policy was the education of the younger generation healthy and harmoniously developed creation of all necessary conditions for increasing the intellectual and spiritual potential of children and youth.

Society requires people of general education and vocational training, acting rationally and is able to take appropriate decisions in unusual situations. Today we are talking about training junior professionals able to develop the economy, and most importantly in this process – not the volume of information obtained, and acquisition of the ability creatively to find, acquire and enjoy it. Important role the formation of values spheres of a student PC, which is a regulator of social behavior, where an important place is occupied by cognitive activity. This is of particular importance for the system of vocational training that teaches and educates specific contingent of students [1].

Vocational education today has a number of contradictions, related:

- 1) with the satisfaction of the society in young specialists who are able to adapt successfully in the new social conditions and the results of upbringing in the family and in professional educational institutions,
- 2) with the need for democratization and humanization of the educational process in a professional educational institution and the psychological unpreparedness of leaders and teachers to implement these educational concepts,
- 3) with the demand for highly educated specialists in the labor market and the level of qualification of graduates of educational institutions of vocational education,
- 4) with modern requirements to the level of pedagogical skill of workers in vocational education and its real qualitative condition.

The modern socio cultural environment requires the worker to adapt to the rapidly changing production conditions, high professional mobility, and readiness to master the profession, if necessary, in accordance with the requirements of the modern labor market, universalization, mastering several specialties, production operations, and new economic thinking. In this regard, it can be argued that only a professional specialist who has the qualifications in more than one professional field will feel confident enough in conditions of cyclical unemployment. The main criterion of the effectiveness of professional education is the professional culture of a specialist, which consists in the formation of cultural, professional, personal and social competencies of a graduate of a professional educational institution. Professional education occurs both in the process of professional education of personnels and in the process of professional activity, being a component of social and in the process of production relations. Professional education is



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based on the psychological basis of individualization of education and personal development and influences its development through joint production and training professional activities. Professional formation is checked, in the final analysis, in practice, in the sphere of material or non-material production. The degree to which a graduate of a professional educational institution has perceived the feature of a particular function in the process of professional education depends on its successful or unsuccessful involvement in the production process.

II. SIGNIFICANCE OF THE WORK

The paper mainly focuses on upgrading vocational education system in Uzbekistan and determines further ways of its development. The study of literature survey is presented in section III, Methodology is explained in section IV, section V covers the experimental results of the study, and section VI discusses the future study and Conclusion.

III. LITERATURE SURVEY

The methodological basis of the paper were "The Strategy of further development of the Republic of Uzbekistan" under the leadership of the President Sh.M.Mirziyoyev, which initiated a new stage of reforms in our country and the Constitution of the Republic of Uzbekistan, the law of the Republic of Uzbekistan "On Education" and the National Program for Personnel Training.

In the works of S. Ya. Batysheva, A. P. Belyaeva, A. N. Leibovich, and others approaches to the formation of professional education and training, based on the scheme "state education standard - educational program - educational and programmatic documentation - production "and carried out on macro and microton.

According to A.P.Belyaeva, an integrated view of the proactivity is systemically important in terms of the vocational training model, so the most important. The main part of the development of the content of vocational education is the full professional activity of qualified working. The researcher identifies two levels in solving the problems of the content of education: the first one presupposes integration of the training objectives at the general scientific level, regardless of the groups of professions and a professional-pedagogical model for a group of professions; on the second profile takes into account the professional profile [3].

To change the critical situation that has arisen, raise prestige and a young worker, and a specialist in the middle level, V.M. Demin offers the following [4]:

- transition to contract training of personnel, introduction of certificates of quality of graduates, of course, subject to the development of a clear legal framework;
- involvement of employers in the process of vocational education from the first years of training, the organization of their familiarization and production practices in real workplaces;
- working out with the employers programs of employment and consolidation of graduates, attracting students and students to participate in innovative and social programs for the development of enterprises;
- timely identification and prompt adjustment of the content of training, taking into account the requirements of socio-economic progress, so that the core of the graduates' professional competencies does not lose its relevance to the end of the educational institution;

T.Yu. Lomakina believes that the need for changes in the modern system of vocational education is associated with a number of factors [5]:

- The education system should ensure equal access of young people to full-fledged education, regardless of their financial situation, place of residence, health status, nationality;
- In conditions of limited financial resources of the country, the education system should ensure the effective use of its resources: human, information, material, financial, and the state to guarantee priority support for education.

In addition, in the paper also widely used:

- Works of native researchers Yu.D.Dzhumabaeva, A.Mamadzhanova, S.Nishanova, A.Erkaeva, R.N.Tolipov, U.I.Inoyatov and others on problem conditions and future challenges of the emerging social market economy of Uzbekistan.



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IV. METHODOLOGY

This article explores the scientific research works, views and opinions of the Uzbek and foreign scientists on the importance and necessity of vocational education and the role of the country in the development of the country's economy.

In the decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on February 7, 2017 "On the Strategy for the Further Development of the Republic of Uzbekistan", five priorities have been marked as an important development strategy for our country.

During the study the following methods were used:

- theoretical methods: analysis, synthesis, generalization and logical method;
- empirical methods: observation, description, measurements and comparisons.

The purpose of was to study the major problems and challenges in implementation of vocational education, and to define prospects for its further development, which allowed the authors to draw well-founded conclusions.

V. EXPERIMENTAL RESULTS

The task of the new education system was the formation of human capital, the training of young qualified professionals, which should become an important factor in the modernization of the economy as part of the strategy of industrial and innovative development of the country. Such an approach is very relevant for Uzbekistan, since a significant part of young people, first of all, residing in the countryside, after completing the school replenishes the labor market and needs professional training [6].

However, at the present stage, it is obvious that the current model of vocational education is not functioning effectively enough. To date, the main problem in the existing secondary-specialized, professional education system is *the low quality of education*, which leads to a decrease in the level of knowledge and skills of graduates of the vocational education institution who enter the labor market. Graduates of vocational education institutions, due to lack of experience and poor quality of knowledge obtained in vocational education, have fewer employment opportunities than other categories of specialists. Therefore, the main task at the current stage is the task of dramatically improving the quality of student learning in the vocational education system.

Lack of flexibility and variability of the secondary-specialized, professional education institutions. The created vocational education system is inflexible and consists only of lyceums and colleges, with a compulsory training period of 3 years. There are no multi-level and variable types of institutions in the vocational education system, based on different types and types of educational institutions. At present, there is no mechanism for additional retraining of graduates of professional colleges on a commercial basis. That is, after the end of a college graduate, based on the demands of the labor market or other reasons, wants to undergo additional training and get a new profession in a college, but this option does not. In addition, graduates of academic lyceums who could not enter higher education after the end of the lyceum do not have any specialty. In addition, this contingent should have the opportunity to study in a particular college in order to obtain a specialty. However, they do not have the opportunity to obtain a new specialty. This is due to the fact that these young people have already received secondary- specialized, professional education and to give them one more specialized-secondary, vocational education is not acceptable, since this will lead to spending budget funds.

Disadvantages of the organization of the educational process in the secondary-specialized, professional education system. Another important problem directly affecting the quality of education is the presence of serious shortcomings in the organization of the educational process in the system of colleges. First, this is the non-optimization of the existing mechanism for planning the educational process. As a result, the existing proportion of the distribution of hours for general education subjects and special subjects and the number of hours allocated for practice in the institutions of the vocational education, primarily professional colleges is not optimal enough. Preparing students for specific production activities, professional colleges work on curricula that provide 43% of all classroom hours for general education

subjects, 21% - for general professional subjects, 18% for special subjects and only 14% for practice. The remaining hours are allocated for state attestation, subjects for students' choice, and hours for subjects entered by the professional college itself [9].

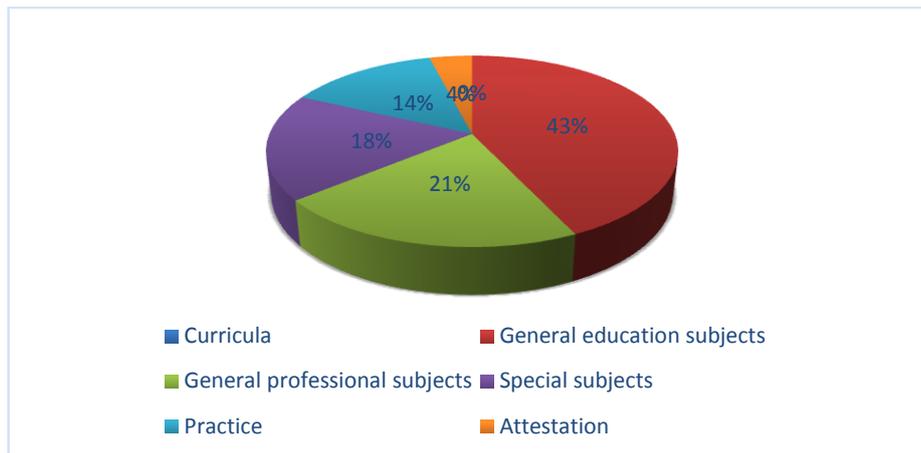


Fig.1 The curricula of vocational education in Uzbekistan

Analyzing curricula of vocational education, it can be noted that the student theoretically aims the basis of the system at transferring and memorizing a certain amount of knowledge, rather than practical training aimed at the ability to act in a specific professional situation. In our opinion, the number of practical classes for training a specialist is understated. Insufficient attention is paid to teaching professional disciplines and practice of solving standard professional problems.

Japan as a country of the highest educational culture is extremely attractive for foreign students and researchers. It ranks second in the world's education systems, in the number of students there are foreigners, the international component of the education system of Japan is increasing rapidly. Education in the country is traditionally a prerogative of the state, which has not lost its social significance to this day. Currently, Japan is one of the highly developed countries of the world. Many scientists believe that public education is one of the factors contributing to its prosperity. Indeed, this country is today the only one in the world goes to the level "educational society". The Japanese educational system achieves amazing results, which are the fruit of the joint efforts of parents, students and teachers. The Japanese education system encourages students to the successful acquisition of knowledge as a taught effective methods of development of the material creates a conducive learning atmosphere of the work, helping the integrated education of the individual, directs high school graduates to choose a profession [8].

Japan has a well-developed educational system in which the structure and function has in common with many industrialized countries. Japanese college status can be equated to our secondary- specialized, educational institutions. They are divided into junior, technological and specialized training colleges. Specialized training colleges focus on practical vocational education and specialized technical skills. These colleges are approved by local authorities if they meet the national requirements for the establishment of specialized training colleges determined by MEXT.

However, it is possible to identify some characteristics that are particular to the Japanese system.

In contrast to universities and junior colleges which focus on the theoretic studies, professional training colleges aim is to give useful education in practice. Responding to the needs of the industries, they have established wide-ranged courses. There are quite a few fields where human resource development largely depends on the professional training colleges. The line-up of their curriculums is centered on experiments and practical trainings, and the instructors are well-experienced in the real business world.

Japanese society is based on "qualifications" and there are a large number of professional qualifications in Japan. Also, the number of various official examinations which have been established in order to upgrade. Since professional training colleges aim to respond to the industrial needs, obtaining these qualifications or passing the examinations are one of their main goals. The ministry of labor runs a system of skills tests through its training centers, these are



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intended to assist the entry of trainees into the labor market, or to support job changes. These examinations are very demanding, and employees are generally expected to invest their own time in preparing for them [7].

To do this, it is advisable to perform the following tasks to ensure the balance of the labor market of young people:

A) Providing flexibility and variability of forms and methods of training in the system of secondary-specialized, vocational education. In particular, it is necessary to move to a multi-level secondary-specialized, professional education system, when general-secondary schools can produce pupils with 9 and 11-year terms of study, and vocational education institutions offer two-year, three-year and five-year training. At the same time, graduates of 9th grades should receive secondary-specialized, vocational education in professional colleges and academic lyceums for three or five years, and graduates of 11th grades for two years. At the same time, admission to vocational colleges for specialties that require training for more than two years (legal, medical specialties) on the basis of grade 11, five years (technical specialties) will only be for graduates of 9 classes. As a result of implementing the policy of transition to a multi-level education system, it is possible to ensure the continuity of general-secondary education and at the same time, free the process of vocational training from general educational subjects, focusing on mastering students only with knowledge and skills in their chosen specialty.

B) Quality assurance of educational process. Colleges should give more practical skills, which will allow graduates to take a more serious approach to the development of applied disciplines, and a deeper assimilation of fundamental disciplines, the study of theoretical aspects, should be transferred to the stage of higher education. In professional colleges focused on the release of junior professionals working professions, it is necessary to introduce a mechanism for passing qualification exams and obtaining qualification grades for a particular specialty at the exit from the vocational education institution.

C) Departmental distribution of secondary-specialized, vocational education - ensuring the interrelation of enterprises and colleges. In particular, medical colleges can be transferred to the Ministry of Health, sectoral bodies of economic management, associations, national companies, it is expedient to transfer the corresponding colleges. These bodies of state and economic management should participate in the planning of the number of graduates and employment, and also answer for ensuring the production practice of students in profile specialties. This decision will allow to ensure a closer coordination of the needs for specialists and the quality of the educational process in the institutions of the secondary-specialized, vocational education. In addition, in order to provide students with professional skills in the absence of the possibility of free internships at enterprises, educational institutions appear to be required to create production workshops at professional colleges. This will allow the masters not to lose their qualifications and create an additional source of extrabudgetary funding for the secondary-specialized, professional education institutions.

VI. CONCLUSION AND FUTURE WORK

The use of experience by developed countries in the modern education sector in Uzbekistan is crucial. The experience of modernizing Japanese education system in our country can lead to positive results. As a result of keeping the above recommendations and suggestions will help to improve the mechanism of the labor market and vocational training, enhancing its focus on long-term development of the economy to ensure that labor market needs for skilled personnel, the relevant employers' demands, including taking into account international trends in economic development.

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