

FEATURES OF USING FOREIGN EXPERIENCES IN THE MODERNIZATION OF CONTINUING EDUCATION

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ABSTRACT

The article highlights the ongoing innovations in the education system of Uzbekistan and the issues that need to be implemented. We are talking about the compliance of the Uzbek and foreign education system with the standards of the world education system, about the practice that should be implemented in the future, about the changes currently taking place in the higher education system, about what teachers should pay attention to at the moment.

KEYWORDS: *International Standards, Integration, Continuing Education System, Narrow-Profile Specialists, Bachelor's Degree, Master's Degree.*

INTRODUCTION

Currently, our main task is to radically change the education system of the New Uzbekistan, its integration into compliance with international standards, and the training of qualified personnel. In this regard, many reforms are being carried out now.

In particular, the work carried out in the higher education system deserves attention. Because the practical work being carried out to bring the higher education system to world standards, inclusion in the international thousand, compliance with transparency in admission processes, opening branches of prestigious foreign universities, establishing exchange and advanced training of students and teaching staff in the higher education system abroad on the basis of grants not only for the education system, but also for the development of our country and society, it also takes on great importance.

Currently, there are also factors hindering the integration of the education system. These are some of the most serious issues that cannot be postponed. According to the education system based on world experience, national educational standards should be based on international educational standards, and not correspond to their socio-economic and cultural characteristics. Only then will it be possible to create an opportunity to train highly qualified personnel capable of withstanding competition and freely negotiate with foreign personnel.

The concept of innovation is quite diverse and depends mainly on its application. In short, innovation is the successful use of new ideas. Today, the predominant areas of innovation are developments in the areas of energy efficiency, safety, ecology, information technology, and innovation in construction. There are also several main profiles: information and communication technologies,

innovative technologies and equipment for the oil and gas and petrochemical industries, industrial automation and intelligent systems, biotechnology, nanotechnology, etc. The introduction of innovative technologies in education requires new approaches to teaching based on modern educational technologies. Modern educational technologies, first of all, should work for creative education, contributing to the creative development of the personality of each student. The structure of educational technology includes such components as goal-setting, monitoring and evaluation, while the basis of the modern education system is information technology. At the same time, it is essential that innovative technologies in education require not only development, but also the creation of an appropriate information and educational environment. The information-rich living space through the media and the Internet can have both a positive and a negative impact on human consciousness. Various manipulative methods of influence can have a negative impact on the personal and social strategy of harmonious development. Their influence on the minds of young people is especially dangerous, who, due to their age, are often gullible, naive in a certain sense and are more suggestible. In the modern world, the media are increasingly becoming not just a source of information, but a channel of ideological influence on the consciousness of people. In the arsenal of means of manipulative influence for the purpose of indoctrination and reorientation, there is a huge number of techniques, both well-known and innovative. The targets of such an impact can be: the social activity of the individual, the style of her thinking and activity, the psychological mood and emotional background of life, worldview foundations.

Due to the need to develop a separate educational program and qualification requirements for each level of education in the system of continuing education in accordance with the standards of the international education system, the State Inspectorate for Quality Control of Education in 2021 developed the project "National curricula of continuing education of the Republic of Uzbekistan in a foreign language". This project analyzes the purpose of the program for each level in the foreign language education system, the role and importance of the subject in the education system, the knowledge and skills that they should have at the levels in the education system. Now our task is to analyze this project more deeply, as well as to develop an educational program in other subjects and subjects, as well as qualification requirements in accordance with it. The division of the education system into levels is the main principle of the international classification of education, while ensuring its consistency and continuity.

MAIN PART

The next graduation prepares narrow-profile specialists in bachelor's and master's degrees based on the classification of education adopted in 1997, as a result of which many graduates wander, unable to find a job in their specialty. However, at present the labor market is in great demand for specialists of a wide profile. And the updated international standard of education and classification, developed in 2013, is taking root in world practice.

Another important issue that is required of us is the development in our country of a classification of educational qualifications that meet international and European standards. At the same time, we are obliged to pay attention to the diplomas of university graduates [1]. The lack of qualification, level of education, specialty, profession in the diploma, which gives the right to engage in professional activities that meet international standards, is the reason for the non-recognition of the diploma by developed countries.

For example, if we take the agricultural sector, a narrow range of specialties will be prepared, such as pomegranate growing, viticulture, cotton growing, etc. However, after graduating from the same specialty, he cannot engage in another field. Instead, it would be advisable if the specialty of animal husbandry or agronomist was prepared in accordance with the requirements of the period.

Speaking about bringing higher education in line with international standards and integration, it is necessary to take into account that in the international education system, in addition to the two-level (bachelor's and master's degree), there is also a single-level education system that trains specialists at the master's level[2]. For example, such fields as Veterinary medicine, medicine, engineering, architecture, provide a specialist with a master's degree in fundamental sciences within the framework of an education system lasting at least five years. Because in some areas, the knowledge gained on the basis of 3-4 years of bachelor's degree will not be enough [3].

Another important problem is the three-level system of 11-year general secondary education. Having gained world experience, it is according to the American and British education system that a student who has graduated from high school can get a job with this degree in accordance with the professional orientation and the knowledge gained recorded in the certificate. And our system issues a certificate only on the basis of graduation from secondary education. Therefore, our task is to develop a separate educational program and qualification requirements for each stage corresponding to international standards of secondary education, to determine the mission, content of each subject studied, at which stage, in which class, what knowledge should be provided.

According to international standards and world experience, the final stage of secondary education in grades 10-11 should be the creation of basic and specialized programs in all subjects and the organization of specialized classes in classrooms.

After graduating from grade 9 by world standards, students who have less inclination to complete the next stage are not immune from choosing a profession. Conditions are being created for on-the-job vocational training, while some of the youth, continuing their studies in grades 10-11; master the profession after school according to the dual system at the vocational school bases where the production enterprise or organization is located.

Currently, the most important task of public education workers is to improve the education system in the spirit of independence, instill aspects of foreign advanced pedagogy, enrich the traditions of classical pedagogy, introduce effective aspects of the education system that meet international and European standards. To do this, it is necessary to be able to apply the experience of developed countries in the education system.

In particular,

From Japanese education, careful preparation of the child for school, parents' responsibility for the child in the preschool period, high demands on teaching staff, individual work with talented, gifted youth, differentiated education in the German education system, professional orientation, acquisition of knowledge in primary education in the French education system, systematic use of didactic means in the educational process, we please note, we apply them in accordance with our

own education system in the integration of the education system, which occupies an important place in the dynamic development of the city.

CONCLUSION

Of course, every innovation requires serious changes and analysis. Therefore, no matter at what stage of training we work, given that we live in the era of technology, we need to be ready for innovations every day, every hour, every minute, to be able to apply them in order to educate a new generation, first of all, ourselves, without ceasing to master new knowledge.

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